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ABSTRACT

The Oregon Project for Visually Impaired and Blind Preschool Children (OR Project) materials are designed primarily for use by teachers or counselors working with visually impaired and blind preschool children and their parents in the home. The OR Project contains a manual, skills inventory, and descriptions of teaching activities. The manual contains an overview of the materials and specific instructions for using the skills inventory and teaching activities. The skills inventory is designed to assess each blind child, select teaching objectives, and record progress. The inventory lists 693 skills organized into six developmental areas (cognitive, language, self help, socialization, fine and gross motor) which are sequenced and arranged in age categories. Teaching activities for each of the 693 skills consisting of three to eight suggestions for the teacher or parent in either home or classroom setting are also provided. It is explained that the skills inventory and teaching activities guide the teacher and parent in planning an appropriate individualized educational program. (SBH)

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THE OREGON PROJECT
for
VISUALLY IMPAIRED AND BLIND PRESCHOOL CHILDREN
(OR PROJECT)

Preliminary Edition

by

Donnise Brown
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DEDICATION

To the young visually impaired and blind children,
their parents and teachers in Southern Oregon

We wish to give special thanks to Marsha Shearer, Pebble Beach, California, and David Shearer, Portage, Wisconsin, for their initial support and encouragement of this project.

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CONTENTS

Page

I. OVERVIEW OF OR PROJECT 1

1. Purpose 1
2. Definitions of "Visually Impaired" and "Blind" 1
3. Medical and Low Vision Services 1
4. Psychological and Emotional Aspects of Blindness 2
5. Multiple Handicaps 2
6. Parent - Teacher Partnership 2

II. CURRICULUM CONTENT OF OR PROJECT 4

1. Organization of Skills 4
2. Six Developmental Areas 4

   Cognitive 4
   Language 5
   Self-Help 6
   Socialization 6
   Fine Motor 7
   Gross Motor 7

3. Special Codes, Skill Sequence and Age Levels 8
4. Compensatory Skills for Blind Children 9
5. Areas Not Included 10
6. Non-Discriminatory Emphasis 11

III. ASSESSMENT, SELECTION OF GOALS, AND RECORDING SKILL ACQUISITION 12

1. Assessment 12
2. Selection of Goals 13
3. Recording Skill Acquisition 15

IV. PRESCRIPTIVE PROGRAMMING 18

1. Use of the OR Teaching Activities 18
2. Writing Behavioral Objectives 18
3. Task Analysis 21
4. Writing Teaching Procedures 23
5. Consequating Correct Responses - Reinforcement 23
6. Use of the Weekly Recording Sheet 24

GLOSSARY 27

BIBLIOGRAPHY 28

POSTSCRIPT (*Making Friends With the Very Young*) 30

PREFACE

The Oregon Project for Visually Impaired and Blind Preschool Children (OR Project) began as an attempt to revise the original Portage Guide to Early Education.[1] It is now essentially a new assessment instrument and curriculum designed especially for young children with visual deficits. It retains the basic assumption that most children, regardless of their disabilities, follow approximately the same developmental sequence.

The OR Project is designed for children birth to six who are visually impaired or blind. The materials are particularly suited to a home-based mode of delivery of services. Preschool specialists who work in homes and with families of visually impaired children have found the materials appropriate and easy to use. The materials have also been used by itinerant teachers of visually impaired, regular classroom teachers who are "mainstreaming" young blind children, and teachers in institutional classroom settings.

The OR Project has three parts: Manual, Skills Inventory and Teaching Activities. The Manual contains an overview of the materials and specific directions for using the Skills Inventory and Teaching Activities. The Skills Inventory has three purposes: (1) assess the child's developmental level in six categories; (2) select appropriate teaching goals, and (3) record the child's acquisition of new skills. The Skills Inventory is not a tool for determining a precise "score" and should not be used as a normative assessment instrument. The Teaching Activities are suggestions for helping the child acquire each new skill. They are general ideas which serve as a starting point for the teacher to develop more specific teaching plans. They are not "recipes" and should not be handed to parents without additional teaching strategies.

Both the Skills Inventory and Teaching Activities provide guidance to the teacher and parent for planning an appropriate Individualized Educational Program (IEP).

The Skills Inventory is based upon records of preschoolers in the Southern Oregon Program for Visually Impaired, current literature in the field, and input from teachers of preschool blind children. Initial drafts were reviewed by many professionals in the field of education of visually handicapped children. Skills considered important were included and those regarded an unimportant or inappropriate were omitted. The OR Project is thus the result of the efforts of many professionals and its value is due in large measure to their contributions.

This is a preliminary edition of the OR Project. It will be revised in 1979 based upon results of additional field testing in Oregon.

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August, 1978

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[1] Bluma, Susan M., et al., Portage Guide to Early Education, Cooperative Educational Service Agency 12, Portage, Wisconsin, 1976.

I. OVERVIEW OF OR PROJECT

1. Purpose

The purpose of the Oregon Project for Visually Impaired and Blind Preschool Children (OR Project) is to provide assessment and curriculum guidance to educators of young children with visual deficits.

The OR Project is based on the premise that visually impaired and blind children learn, grow, and develop much like children with normal sight. Changes and modifications of the learning environment are needed, especially if the child is totally blind, but teaching strategies that are successful with sighted children are often also appropriate for visually impaired youngsters.

2. Definition of "Visually Impaired" and "Blind"

There are numerous definitions of "blindness", "visually handicapped", and similar terms. For our purposes blind children will be those whose visual loss is so severe that the reading mode will be tactual or aural. In other words, blind children are those children who are unable, because of visual loss, to read any printed materials. Visually impaired children are those children who are able to read print - regardless of its size - but who require special education intervention in order to make optimum progress. Blind children are fewer in number than visually impaired children but they present a more complex and significant educational challenge to teachers and parents.

3. Medical and Low Vision Services

Ophthalmological services are a requirement for every blind and visually impaired child. Similarly, every visually impaired child and every blind child who has any residual vision should receive low vision services. Too often children with residual vision do not make best use of it because they do not have the most appropriate optical aid or because they have not been trained to use their vision adequately. Users of the OR Project should have expert interpretation of opthalmological and low vision reports so that the implications of the visual loss can be incorporated into educational planning. Initial eye reports of some children may be of little value for educational planning because eye specialists are sometimes unable to adequately examine the young child. In this case parent and teacher observations of visual functioning will be particularly useful until more comprehensive visual information is available.

Generally, if the eyeball is intact, the child should receive visual stimulation. There is no such thing as "no useful vision" because any vision - even light perception - is useful. Infants with intact orbs should have colorful mobiles and other visual stimuli over their cribs to encourage use of any residual vision.

For more information on the use of residual vision, see Vision Stimulation, A Program of Instruction Designed to Stimulate the Use of Residual Vision in Low Vision Children, available from Board of Education of Montgomery County, Rockville, Maryland.

4. Psychological and Emotional Aspects of Blindness

The OR Project addresses only educational concerns of the young visually impaired or blind child, yet blindness has significant psychological and emotional aspects for both the child and his or her family. The teacher is urged to become familiar with literature in these other important areas. (See Lowenfeld, Our Blind Children; Lowenfeld in Cruickshank's Psychology of the Exceptional Child; and Cutsforth, The Blind in School and Society). Teachers of visually impaired and blind preschool children will also want to work cooperatively with social workers, psychologists, and other professionals who are involved with the child and his or her family.

5. Multiple Handicaps

Teachers will quite often see visually impaired and blind children who have additional handicaps such as cerebral palsy, hearing impairment, or speech and language disabilities. The OR Project was developed with the visual impairment in mind but the materials are useful with multi-handicapped children. It is recommended that OR users consult specialists such as physical therapists, speech therapists, and multihandicapped specialists when there is an additional disability. The more severe the developmental delay, the more likely it is that individual skills in the OR curriculum will require task analysis, that is, reduction to finer steps. Many of the Teaching Activities that work successfully with blind children are also appropriate for children with general developmental delay.

6. Parent-Teacher Partnership

To be most effective, the child's parent or other care giver will need to work in partnership with the teacher. Generally, for the preschool child, the home will be the educational setting. This changes the role of the teacher from that of the primary educational authority to an equal partner with parents in both goal setting and teaching. Challenges and problems implicit in this non-traditional role are addressed in a position paper by Wilma Hull of Boston College. (The paper was delivered at the Third International Seminar on Preschool Visually Handicapped in May, 1977.) It is soon to be published by the American Foundation for the Blind.

Successful teaching in the home demands regular opportunity for communication. It is recommended that home visits of approximately 1½ hours take place weekly. This will allow time for the parent and teacher to communicate, plan and teach.

1. Organization of Skills

Teachers and parents of young visually impaired and blind children want to help them become everything they can be - that is, competent, independent human beings. Self-sufficiency means the acquisition of certain basic skills that are preliminary to higher levels of intellectual, emotional, and creative development. All of these basic skills are interrelated. Language and cognitive development can only arbitrarily be separated and self-help skills require prerequisite motor skills. It is only for purposes of organizing the task of teaching young blind children that the OR Project separates growth and learning into developmental areas.

The OR Skills Inventory consists of 696 behavioral statements organized into six developmental areas: Cognitive, Language, Self-Help, Socialization, Fine Motor and Gross Motor. Each of these six areas contains skills which have been developmentally sequenced and arranged in approximate age categories: 0-1, 1-2, 2-3, 3-4, 4-5, 5-6. All major skills needed by a visually impaired or blind child up to the sixth birthday are included. It is not intended that each skill be of equal value or weight but each skill is regarded as important enough to teach. The Skills Inventory facilitates finding the child's developmental level, selecting short and long range teaching objectives, and recording acquisition of skills.

2. Developmental Areas

The following notes on the six developmental areas serve to emphasize skills of particular importance and to give some general background and suggestions.

COGNITIVE

The Cognitive section contains two "skills" (3 and 10) that are not actually skills but are provisions of particular situations for the child by the adult. They are included because of their particular importance for blind children. Sight provides a means of comprehending the totality of an object or event. With vision one can understand "house" by its total outward appearance. The relationship of the roof, doors, windows, and porch are understood with one glance. The blind child can get his or her own total understanding of "house" by tactual examination of all of its parts and verbal explanations by those who know about "house". Parents and teachers of the young totally blind child should begin in the child's first year to provide those situations which enable a child to experience the diverse sensations of events and objects. For example, the adults can help the child examine the ceiling, the inside of the fireplace, the attic, the crawl-space under the house. and help him or her crawl in and out of windows. These experiences should be accompanied by simple but accurate explanations. The feel of cobwebs in an attic or musty smell of a cellar will help the blind child formulate his or her own conceptualization of "house". It will not be the same concept as that acquired by sighted persons, but it will be based upon real sensations that will merge into a "house" concept.

The Cognitive Section also contains skills that are similar to one another but actually form a hierarchy for particular conceptualizations. For example, understanding basic geometric shapes is important to the blind child's cognitive development. Three skills are related to this:

Cognitive 42 - Matches shapes: circle, square, triangle
Cognitive 55 - Touches shapes on request: circle, square, triangle
Cognitive 72 - Names shapes: circle, square, triangle

The matching skill is the simplest in that the child is given a circle, square or triangle and is asked to find one that is the same. The child has a shape as a clue and simply finds one like it from one or several distractors. The touching skill involves receptive understanding of the shape. The child visually or tactually examines several shapes and touches or picks up the circle, square or triangle. Naming is most difficult in that the child is expected to look at or tactually examine shapes and name or identify them. The child may learn all three of these levels - matching, touching, naming - simultaneously. They are broken down in the Skills Inventory for ease in pinpointing what the child knows and for devising teaching strategies.

since many of the Cognitive Skills involve perception of differences, teachers and parents should initially accentuate those differences. For example, when teaching "Cognitive 23 - Names objects as big or little", use a 2 inch block and a 10 inch block rather than a 2 inch and a 3 inch block.

LANGUAGE

Visually impaired and blind children develop language basically like sighted children. It is particularly important, however, that simple accurate language be consistently paired with the real object or experience. Models should be avoided since visually impaired and blind children need to use all sensory modalities for maximum sensory input. It is inappropriate to teach the fruit, "orange" with a plastic model. The child needs the touch, taste, and smell of a real orange when he or she hears the word orange.

Echolalia has been a problem with some blind children. Echolalia is the inappropriate and repetitive verbalization of words or phrases heard previously. Discourage meaningless verbalization by ignoring it or interrupting it with an activity. Praise and otherwise reinforce appropriate use of language.

Discourage continuous use of recorded sound and emphasize sounds that come from the "real" world. Visually impaired and blind children will need to investigate sound sources. The teacher and parent can name the sound of a truck each time it occurs but the sound should eventually be connected with its source. Help the visually impaired or blind child tactually examine a truck and ride in it so that "truck" becomes more than the sound of a motor.

Contrary to popular belief, blind children do not automatically hear better than other children. The skills related to listening are very important especially for learning the location of sound producers. See Sound Localization, Suggested Activities for the Development of Sound Localization Skills, by Brothers and Huff.

SELF-HELP

It is not unusual to find six-year-old visually impaired and blind children who cannot take care of their own feeding, dressing, toileting and grooming. Since sighted children learn most of these simply by watching others, this area may be easily overlooked by parents and teachers of blind children.

Home is the best setting for teaching self-help skills. For the most part, these are skills that occur daily and can be taught by parents at naturally occurring times. For example, dressing skills can be taught when the child gets up in the morning and dining skills can be taught during the usual meal times.

Emphasize keeping household things in the same place. When things are moved, explain and show the child the new location.

For additional suggestions and ideas about Self-Help and visually impaired and blind children, refer to "One Step At A Time: Independence and Self-Help for the Young Blind Child" by Donnise E. Brown. This paper was prepared for the American Foundation for the Blind and presented at the North American Conference on Visually Handicapped Infants and Preschool Children, in Minneapolis, Minnesota in May, 1978. AFB will publish it later in 1978.

SOCIALIZATION

Many of the skills in the Socialization Section require the participation of other children. Parents and teachers will need to structure the setting so that the blind child can interact with other young children. Include children who are friendly and outgoing. Preschoolers are less apt to show excessive concern for the visually impaired child and may be more accepting of disabilities than older children.

Like sighted children, visually impaired and blind preschool children will be helped with social skills through participation in a nursery school or kindergarten. Blind children need extra opportunities to interact with other children because of the importance of vision to socializing. Compensation for the lack of eye contact, an important factor in socialization for sighted persons, is through well-developed listening skills. These will help the blind child know when to speak and when to listen.

FINE MOTOR

The Fine Motor section contains those skills involving small muscle movements and hand-eye or hand-ear coordination. Teachers and parents can facilitate many of these skills by close attention to the quality of toys and other objects used in teaching. The American Printing House for the Blind (1839 Frankfort Avenue, P.O. Box 6085, Louisville, Kentucky 40206) has equipment that is of excellent quality. For example the APH Large Textured Beads are very appropriate for "Fine Motor 37 - Strings large beads". Similarly, the APH Constructo Set is very useful for teaching "Fine Motor 44 - Unscrews Threaded Objects".

Use non-glossy white paper and a felt pen for drawing activities if the child has difficulty seeing pencil marks. Activities using several small pieces will be facilitated by using a tray with raised edges. This provides limits to the child's work space and keeps the pieces in one area.

"Fine Motor 7+ - Reaches for bright or sound producing familiar object" is an especially important skill relative to ambulation skills in the Gross Motor section.

GROSS MOTOR

This section of the OR Skills Inventory primarily concerns skills requiring large muscle activities including crawling and walking. These skills have occurred at later ages in children who are blind. A blind child can remain stationary, receive auditory stimuli and not understand that sounds are produced by objects. The blind child thus has no reason to move from his or her location. The sighted child is made curious and inquisitive by the sights around him or her. Sounds do not necessarily have the same effect on blind children. It is imperative, therefore, that the blind child learn that sound is produced by objects or persons and that those sound producers exist in space separate from the child.

"Fine Motor 7+ - Reaches for bright or sound producing familiar object", and "Socialization 9+ - Reaches for familiar person", are crucial skills because they are prerequisite to "Gross Motor 13 - Moves forward one body length", "Gross Motor 21+ - Crawls" and all other ambulation skills. The sighted child will focus on objects or people and reach for them at just a few months age. The blind child without intervention may not reach for sound producers until 11 months or even later. This delay may be due to lack of opportunity for the blind child to reach for a sound producing familiar object or person. Users of the OR Project are advised to begin teaching these and related skills to blind infants when they are a few months old. This skill has been observed in a totally blind child at six months indicating that it need not be a substantially delayed skill. The ability to reach for a sound producing object must be acquired before the blind child will crawl or walk. OR users are referred to Insights from the Blind by Selma Fraiberg for further information on prehension.

Many Gross Motor Skills such as "Gross Motor 50 - Climbs and moves large wheeled toy", require equipment and apparatus. Help visually impaired and blind children tacutally examine such equipment thoroughly. Provide a simple but complete explanation of the activity as it involves the equipment.

Co-act (act in unison) with the child through gross motor skills such as "Gross Motor 77 - Uses teeter-totter (see-saw)". Put the child's body through the actions that you want him or her to eventually do independently. Work behind the child rather than in front so that your body forms an accurate kinesthetic model for the child's behavior.

3. Special Codes, Skill Sequence and Age Levels

The OR Skills Inventory includes skills that are not always appropriate for every child or which are acquired later by the blind child. These skills are coded as follows:

* May not be appropriate for totally blind child
    Example: "Socialization 10* - Reaches for and pats at mirror image"

° May be appropriate only for child who will be a braille reader
    Example: "Fine Motor 78° - Inserts paper into brailler"

° May be appropriate only for child who will need orientation and mobility training
    Example: "Gross Motor 60° - Runs trailing a wall or rope"

+ May be acquired at later age by totally blind child
    Example: "Gross Motor 32+ - Walks independently"

These codes are a guide rather than absolute indicators. The decision regarding whether or not to teach each skill coded * or ° should be based upon degree of vision and other individual circumstances. The visual stimulation skills in the early part of Fine Motor (Fine Motor 1*, 2*, 3*, 5*) should be attempted if the child has eyes and there is the least suspicion of some vision.

Many of the skills coded ⁰ are compensatory for visually impaired and blind children, that is, extra skills which are needed because of the child's visual loss. Others are useful to children regardless of degree of vision but are particularly important for the blind child. An example is "Cognitive 77⁰ - Matches and discriminates gross gradations of sandpaper."

The skills that are coded + are those that have required more time for blind children to acquire. This does not mean that the "plus" skills should be taught later; it means that they are more difficult to attain without vision and may take substantially more learning time. It may be that they have been late for blind children in the past because they have not been taught - teachers and parents have waited for them to happen without specific intervention.

The rate of acquisition of skills is often slower for visually impaired and blind children although they learn new skills in approximately the same sequence. Comprehensive data on the age of acquisition of particular skills by visually impaired and blind children is unavailable with few exceptions (See Fraiberg, Insights from the Blind and Maxfield-Buchholz's A Social Maturity Scale for Blind Preschool Children). Information that is available does not make clear how much or what kind of educational intervention blind children have had. For this reason, the Age Levels in the Skills Inventory are based upon norms set by sighted children. Preliminary use of the Skills Inventory indicates that visually impaired and blind preschool children who have no additional handicaps reach many important developmental milestones at the same age levels as sighted children. Reviewers of the OR Project indicate a wide diversity of opinion regarding age of acquisition. Data compiled from the field testing of the OR curriculum will, hopefully, shed light on the age level acquisition of skills for this population of children.

4. Compensatory Skills for Blind Children

The OR Skills Inventory includes numerous important skills that are not generally emphasized with sighted children. Visually impaired and blind children need to know body concepts, directions, and other specific orientation concepts. These skills are prerequisite to formal orientation and mobility training including the long cane technique.

Naming body parts is in the Language section and includes precise parts of the child's body such as "Language 30 - Touches and names parts of own face: ear, nose, mouth, eye, cheek." Other orientation concepts are in the Cognitive section. These include "Cognitive 37 - Places objects in, on and under on request", and "Cognitive 47 - Names top, bottom, front, back and sides of objects."

Localization of objects by their sound is also reflected in skills found in the Cognitive section. An example is "Cognitive 96^{0} - Locates dropped object up to 8 feet away with sound clue". The Self-Help section has several skills that require independent mobility including "Self-Help 111 - Stops at curb, listens, looks both ways, and crosses street without verbal reminders but with supervision". Users of the OR curriculum are referred to Bryant J. Cratty's Movement and Spatial Awareness in Blind Children and Youth for further information on the subject of pre-orientation and mobility skills.

Visually impaired and blind preschool children also require more emphasis on skills preparatory to reading, especially if the child will be a braille or optacon reader. The Cognitive section of the Skills Inventory includes important skills prerequisite to braille and optacon reading that require tactual discrimination. Examples are: "Cognitive 82 - Matches fabric swatches (silk, corduroy, burlap)" and "Cognitive 114 - Locates long and short printed or raised lines".

Although it is recommended that children who will require a tactual reading mode be taught by a specialist, pre-tactual reading skills are included in the OR Skills Inventory because a specialist is not always available. Blind children in rural areas are apt to be isolated from special services until they are school age. These children can acquire pre-tactual reading skills prior to formal enrollment in school through home instruction and use of the OR curriculum.

Teacher and parents using the OR Skills Inventory for pre-braille instruction are urged to refer to The Mangold Developmental Program of Tactile Perception and Braille Letter Recognition by Sally Mangold; Instruction Manual for Braille Transcribing and Touch and Tell, Volumes I-III from the American Printing House for the Blind.

5. Areas Not Included

OR users will find that there are numerous skills that particular children need to be taught that are not in the Skills Inventory. As many as half the tasks that an individual child needs to acquire are not included. "Riding a pony" can be important to the development of one child and unimportant to another. Teachers should be aware of parent (and child) preferences in these matters as well as their own particular priorities when determining teaching objectives.

Visually impaired and blind children sometimes demonstrate behaviors known as "blindisms". These include eye gouging, excessive rocking, and fluttering of the hands in front of the eyes. These are behaviors that need to be discouraged by engaging the child in more constructive activities. "Blindisms" and other "negative" behaviors are not in the Skills Inventory. They should be dealt with on an individual basis as needed by each child.

Sleeping through the night and napping are also areas not covered by the curriculum. Again, these are individual concerns that should be dealt with by the teacher and parent if problems arise.

6. Non-Discriminatory Emphasis

Every attempt was made to make the OR curriculum free from bias with regard to race, sex, and socio-economic level. This was difficult with regard to the latter. Examples in the Skills Inventory and Teaching Activities refer to "car", "telephone", "tricycle", and other items that some families do not have. It is recommended that OR users modify these skills and activities to fit the particular circumstances of each child and family.

III. ASSESSMENT, SELECTION OF GOALS, AND RECORDING SKILLS ACQUISITION

Before assessment can begin it is necessary, of course, to have visually impaired and blind preschool children referred for educational intervention. The OR Project does not address screening and referral procedures, but it should be emphasized that the earlier visually impaired and blind children receive educational intervention, the more likely they are to develop at ages commensurate with normally sighted children. The OR Skills Inventory and Teaching Activities begin with the infant so that teachers and parents have guidance for the very young child.

1. Assessment

Since parent-teacher-child activities will eventually take place in the home, it is appropriate to do a large portion of the assessment in that setting, too.

Prior to completing the OR Skills Inventory assessment, the teacher may want to test the child using a simple normative test. If the child has a great deal of vision, the Alpern-Boll[1] is appropriate. If the child is more severely visually handicapped, the Maxfield-Buchholz adaptation of the Vineland[2] will yield a social age and social quotient. Either test can be completed in a home visit of approximately 1½ hours. Questions can be completed through parent interview. The resulting age norms from either of these two tests will give an approximation of where to start with the OR Skills Inventory assessment. They will also give a "pre-test" score which can be compared with a repeat of the test at the end of the academic school year (post-test).

Use of the Alpern-Bell of the Maxfield-Buchholz will yield a developmental age level for the assessed child. If, for example, the developmental age level for a particular child is 3.5 years, it would be appropriate to begin checking the Skills Inventory assessment column in the middle of Age Level 2-3 or about one developmental year early. This child's chronological age may be considered but his or her age norm on the test is a better indication of where to start.

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[1] Alpern, Gerald D. and Thomas J. Boll, Developmental Profile, Psychological Development Publications, Indianapolis, 1972.

[2] Maxfield, Kathryn and Sandra Buchholz, A Social Maturity Scale for Blind Preschool Children: A Guide to Its Use, American Foundation for the Blind, Inc, New York, 1957.

Each visually impaired and blind child needs his or her own OR Skills Inventory. The length of time required to complete the Skills Inventory assessment will vary depending upon the child's age and the information that the parents has about the child. Fox example, assessment of a six-month infant will not require as much time as a five year old who is developmentally four or older. The six sections can be completed in any order. Parents are more likely to know if their child can or cannot do an item in either the Self-Help or Socialization sections. It will facilitate the assessment if the parent has a copy of the Skills Inventory, too, and can read it with you. After you have decided where to start, ask the parent to consider a particular skill. Can the child routinely do that skill? If the answer is "yes", place a check mark (✓) in the first column and the date of the assessment in the second column under assessment. Include the year since the Skills Inventory can be used for more than one year. See the sample Skills Inventory on page 14. Continue through the skills until you reach several that the child cannot do or the parent is unsure if the child can do. When the parent is unsure, test the child yourself. In some cases this will mean bringing blocks, puzzles and other supplies. Ask the parent to skim the rest of the skills in that developmental section to see if there are any more skills that the child has. If not, move to the next section.

It isn't necessary to complete all six sections in one session. In fact, after completing one or two sections, you may want to begin selecting goals and begin home teaching, with the remainder of the Skills Inventory assessment to be completed on subsequent visits that month. This will help parents begin to actually do something that will facilitate learning without having to wait several days or weeks to complete assessment.

When the Skills Inventory assessment is complete, all skills the child has acquired will be checked off and the date entered in the Assessment column.

This inventory of skills should be combined with all other known assessments of the child prior to selection of teaching objectives (goals). This would include, of course, medical, social, psychological, and any information regarding additional disabilities.

2. Selection of Goals

Specific objectives or goals for the child may be selected in a formal staffing to develop an Individualized Educational Program or they may be done informally in the child's home with only the child's parents present. This would depend upon whether or not the child is a responsibility of the local educational district

GROSS MOTOR

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
50	Climbs on and moves large wheeled toy	✓	9/23/77		
51	Throws ball to adult 4 feet away (adult gives sound cues such as clapping hands)	✓	9/23/77		
52	Climbs on and off toilet (may use small stool or steps)	✓	9/23/77		
53	Pushes chair or stool to counter and climbs up	✓	9/23/77		
54	Brings or takes object or gets person from another person on direction	✓	9/23/77		
55+	Kicks large, brightly colored or beeping stationary ball				
56	Somersaults forward	✓	9/23/77		

AGE LEVEL 3-4

57	Runs holding adult's hand				
58°	Trails a wall (child walks with side next to wall. Arm next to wall is slightly forward, knuckles or back of hand "trailing" the wall)	✓	9/23/77		
59+	Jumps from height of 8 inches				
60°	Runs trailing a wall or rope (adult verbally assures child that area is clear of obstacles)				
61	Kicks large, brightly colored or beeping ball when rolled to him or her				
62+	Walks on tiptoe	✓	9/23/77		
63	Walks or plays in water waist-high in swimming pool				
64+	Runs 10 steps without trailing wall or rope (Adult assures child that area is clear of obstacles)				
65	Mimes action words	✓	9/23/77		

+ May be acquired at later age by totally blind child

o May be appropriate only for the child who will need orientation and mobility training

according to P.L. 94-142 in which case an IEP is required.

Looks at the results of assessment of the child in all six sections. If one section appears to lag behind the others, this may be where you will want to concentrate and select several objectives. Look also for skipped skills - that is, where the child can do most skills in a section but has several that he or she cannot do. Although you will probably not want to work on more than three or four objectives at a time in the home setting, try to select objectives from several sections of the Skills Inventory. Ask the parent to help in the decision regarding which objectives to select. The next skill after all skills have been checked in a particular Age Level, may or may not be best for the particular child. Children do not all learn in exactly the same sequence so an objective that is several items down the list could be most appropriate.

Once goals or objectives have been selected, they should be included in the child's IEP. If an IEP is not required, write them in a notebook for reference for you and the parents.

Select three or four objectives that you want to begin work on now. In some situations, depending upon the parent, you may want to only work on one objective and add more later. Put the date that you are to begin work on each objective in the "Date Initiated" column under "OBJECTIVES" in the Skills Inventory. The skill that you work on may very well be a "task analysis" (a sub-skill) of the particular Skills Inventory item. In this case, enter the date in the column but don't put "Date Achieved" until the complete skill has been acquired. See sample Skills Inventory on page 16 showing a skill selected for teaching beginning February 14 but not yet "achieved".

3. Recording Skills Acquisition

After the child acquires a skill that had been selected as an objective, enter the "Date Achieved" in that column under "OBJECTIVES" on the Skills Inventory. Enter the date only after the child has met the criterion established by teacher and parent and the entire skill has been learned - not just a portion of it. Some skills will be acquired through prescriptive programming, others may be acquired through informal work by the teacher and parent with the child. In either case, if it was an objective selected earlier, put in the date achieved. Sometimes the child will acquire skills that were not particularly pinpointed for teaching but are incidentally achieved. Enter the date that you note the acquisition of that skill in the "Date Achieved" column - leave the other columns blank. See sample Skills Inventory on page 16, Gross Motor 63.

GROSS MOTOR

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
50	Climbs on and moves large wheeled toy	✓	9/23/77		
51	Throws ball to adult 4 feet away (adult gives sound cues such as clapping hands)	✓	9/23/77		
52	Climbs on and off toilet (may use small stool or steps)	✓	9/23/77		
53	Pushes chair or stool to counter and climbs up	✓	9/23/77		
54	Brings or takes object or gets person from another person on direction	✓	9/23/77		
55+	Kicks large, brightly colored or beeping stationary ball			10/4/77	10/25/77
56	Somersaults forward	✓	9/23/77		

AGE LEVEL 3-4

57	Runs holding adult's hand			10/11/77	
58o	Trails a wall (child walks with side next to wall. Arm next to wall is slightly forward, knuckles or back of hand "trailing" the wall)	✓	9/23/77		
59+	Jumps from height of 8 inches			10/25/77	11/26/77
60o	Runs trailing a wall or rope (adult verbally assures child that area is clear of obstacles)			11/26/78	2/7/28
61	Kicks large, brightly colored or beeping ball when rolled to him or her			11/26/77	12/24/77
62+	Walks on tiptoe	✓	9/23/77		
63	Walks or plays in water waist-high in swimming pool				3/21/78
64+	Runs 10 steps without trailing wall or rope (Adult assures child that area is clear of obstacles)			2/14/78	
65	Mimes action words	✓	9/23/77		

+ May be acquired at later age by totally blind child
o May be appropriate only for the child who will need orientation and mobility training

It is a good idea to periodically - once or twice during the academic year - reassess the child. This will be less time consuming as you can begin with the skills that have not been checked off that immediately follow the previous assessment.

The same Skills Inventory can be used for assessment, selection of objectives and recording of acquired skill for one or more years. It may help record keeping to use a different colored pen for each year.

IV. PRESCRIPTIVE TEACHING

1. Use of the OR Teaching Activities

The OR Curriculum (Skills Inventory and Teaching Activities) was designed specifically with a particular process of instruction in mind. That process is prescriptive teaching. Prescriptive teaching includes breaking a skill into small sequential steps, setting some criteria for the achievement of each step, initiating teaching activities that include clear directions and consequences for the child's behavior, and keeping simple, clear records of that process. This section will describe the components of the prescriptive teaching process.

Once skills are selected for the child from the OR Skills Inventory, the teacher must next decide how to teach those skills to the child. Each skill in the Skills Inventory is accompanied by three to eight Teaching Activities. The Teaching Activities are suggestions which the teacher may use in planning a program of instruction for the child. The activities are not "recipes." Additional information must be included with the Teaching Activities before they may be implemented successfully with a child.

The teacher is advised to read the various Teaching Activities which accompany a skill selected for instruction. The teacher may then decide to utilize one or a combination of these activities and suggestions in planning the child's prescriptive program. Perhaps the teacher will choose, instead, to use an activity which is not listed, but which he or she may have used successfully in the past. The decision should be made based on the teacher's knowledge of the child. The child's present level of functioning and the type of aid which best facilitates his or her learning should be considered.

The Teaching Activities may be incorporated into the "Teaching Procedure" section of the suggested Weekly Recording Sheet. A sample Weekly Recording Sheet is shown on page 19.

2. Writing Behavioral Objectives

Although skills listed in the Skills Inventory are written in behavioral terminology, they are not stated as complete behavioral objectives. The conditions under which the skill will be taught and the criterion level of acceptable child performance, will, of necessity, vary from child to child. The teacher will need to establish conditions and criteria based on the ability level of each child and alter the conditions and criteria as the child progresses.

Child's Name ERIC

Teacher's Name KAREN

Date 3-12-78

SKILL AREA AND NO. FINE MOTOR 37

SKILL: STRINGS LARGE BEADS

BEHAVIORAL OBJECTIVE:

WILL STRING 5 LARGE BEADS 4 OUT OF 5 TIMES TWICE DAILY

RECORDING PROCEDURE:

Each time Eric strings a bead correctly, record an X in appropriate space. If Eric does not string bead, record 0.

TEACHING PROCEDURE:

Have Eric seated at small table. Give Eric the string, about 1/2" from tip. Say, "Eric, let's string beads." Place beads on table within Eric's reach. Say, "Eric, string the beads." If Eric strings bead, praise and record X.

If Eric does not string bead, say, "Like this, Eric", and physically guide him through task. Record 0.

Have Eric string 5 beads 2 times per day.

Items/Trials	Pre Test	Days of Week						Post Test
	M	T	W	TH	F	S	S	M
1								
-	0	0	X	X	0	X	X	X
-	0	0	0	X	X	X	X	X
-	X	0	0	0	X	X	X	X
-	0	X	X	0	X	X	X	X
-	0	0	0	X	X	0	X	X
2								
-	0	X	0	X	X	X	X	X
-	0	0	X	X	0	0	X	X
-	0	0	X	0	0	X	X	X
-	X	0	0	0	X	0	0	X
-	0	X	0	X	X	X	X	X

Weekly Recording Sheet

A behavioral objective is a statement of measurable and observable behavior that a child will display at the end of instruction. The behavioral objective states the behavior the teacher or parent is attempting to teach the child. It tells what the child will do to demonstrate that the skill has been acquired.

Each behavioral objective should include information indicating who will perform the task, what is to be performed, the conditions under which the task will be performed and the degree of success which is acceptable. Objectives should be written in language which can be easily interpreted. For example, the objective, "Eric will identify three body parts (eyes, nose, mouth) five times out of five times" is not clearly stated. The word "identify" can be interpreted in several ways, since there are many ways one may "identify." Does the writer mean identify by touching, pointing to or naming the body parts? It is preferable to use one of these more descriptive words to clearly state what task is to be performed.

As stated earlier, the conditions under which the task is to be performed should be clearly stated in the behavioral objective. State how much adult assistance is to be given and particular circumstances in which the child will perform the task. Include, for example: with adult co-acting the task, in imitation, with verbal assistance, without physical aid, with child seated at the table, or with child in crib.

The behavioral objective should also state the criterion level of acceptable child performance. How successful does the child have to be in order for the skill to be considered mastered? On academic tasks, the criterion level may often be 100%. For example, if the task were rote counting to ten, you would want the child to be able to rote count to ten 100% of the time or ten out of ten trials, before you would consider the skill acquired. For other tasks, a criterion level of 90% or even lower is acceptable. A child who catches a ball thrown to him or her nine out of ten or eight out of ten times demonstrates enough skill for you to stop teaching the task. The one or two incorrect trials could be due to several factors - losing balance, poor timing or a poor throw.

An example of a well-stated behavioral objective is included on the sample Weekly Recording Sheet, page 19. For more information on writing behavioral objectives, see the following:

Preparing Instructional Objectives, Robert F. Mager, Fearon Publishers, Inc., Palo Alto, California, 1962

The Portage Guide to Early Education, Susan Bluma, et al, CESA 12, Portage, Wisconsin, 1976

"Isn't It Time He Outgrew This?", Baldwin and Fredricks, Charles C. Thomas, Springfield, Illinois, 1973

In the OR Skills Inventory, unless the skill is qualified, that is "with adult help," "when reminded" or "led by an adult", it is intended that the skill be done independently by the child, without reminders, or assistance and at appropriate times. The skill should be considered accomplished if the child does them routinely and without help. Users of the OR curriculum should be reminded that the 696 skills listed in the Skills Inventory are considered to be major developmental milestone skills. It is recognized that many of the behavioral objectives written for a child will not be identical to the skills and accompanying activities in the OR curriculum. Because a given child may need a particular skill broken down into smaller steps for learning, the teacher may need to specify that aid and adult assistance be given on these smaller steps. When the child reaches the point where he or she is ready for the major skill on the Skills Inventory, the child can then be expected to perform the task independently.

It is important that skills acquired during the teaching sessions be generalized. Teachers and parents will want to see specific skills generalized to many situations. That is, when the child "Touches big and little objects on request", it is not enough that he or she can do so only under prescribed circumstances. Once the child can do a task regularly for the parent and teacher, it is important that he or she be encouraged to also do the task using other materials and in a variety of situations.

3. Task Analysis

Task analysis is a system for breaking a skill to be taught into small, sequential steps of learning. To a certain extent the skills listed in the Skills Inventory are broken into small steps. For example, in the Language section there are several skills which deal with naming body parts. Each of the Teaching Activities which accompanies these skills includes further suggestions which break the skill into even smaller steps. Depending on the rate at which a child learns, the teacher may need to further divide the skill into even smaller steps and then sequence the steps so they lead to the major milestone skill listed in the Skills Inventory.

In many cases, the only difference in the objectives for smaller steps is a change of the conditions. For example, let's assume that the teacher and parent have agreed upon spoon feeding as an appropriate goal for the blind child. Our objective may be stated as "Takes spoon filled with food to mouth." Note that this does not include scooping the food. Scooping is very difficult especially for the totally blind child and should not be attempted too early. The child may take the loaded spoon to the mouth for some time before scooping independently can be added to the process.

Demonstrate to the parent how to help the child grasp the spoon. The teacher stands behind the seated child with teacher's hand over the child's hand. Scoop the food onto the spoon together. Use clear directions such as "Take a bite" as you begin to bring the loaded spoon to the lips. Use this same verbal cue each time you repeat the process. Keep your hand over the child's hand and complete the action. The entire behavior of "Takes spoon filled with food to mouth" has been co-acted. Co-act means "act in unison with the child." Co-acting should be done with your body behind the child's. If the teacher attempts to assist with spoon feeding while facing the child, the action will not be smooth and natural.

Have the parent demonstrate to you that he or she can also co-act spoon feeding with the child without difficulty. The parent is to practice co-acting spoon feeding in this precise manner for one week. After parents have had a week to work with their child, have them again demonstrate co-acting spoon feeding. Is the process a smooth one for parent and child? It is important that behaviors be co-acted in their entirety for blind children. They have no other way of conceptualizing spoon feeding other than through memory of the motor process. Certainly a verbal description isn't appropriate for the young blind child. Co-acting spoon feeding will help the child develop a "motor memory" of what spoon feeding is. This "motor memory" which the blind child acquires will, of course, depend upon how you have co-acted the skill. When teacher and parent believe that motor memory of spoon feeding has been acquired, it is time to begin with the first lesson in independent spoon feeding.

Repeat the process of the first week but now the adult releases his or her hand from the child's just as the spoon touches the lips. In other words, the adult assists the child until just before the behavior is complete. The child completes the behavior independently and receives the praise and encouragement of the parent. When the child is able to put the spoon into his or her mouth without help, then take the next step. Reduce the adult assistance a few inches from the mouth so that the child again completes the behavior independently. This procedure allows the child to always complete the behavior. The term describing this process is "reverse chaining." We have broken the behavior of "Takes spoon filled with food to mouth" into small sequential steps and reversed the teaching order. The process will leave the most difficult step, the actual scooping of the food, as the last step.

All skills, of course, will not require task analysis. It depends on the ability of the child being taught. It is important for the teacher to be able to think of skills in terms of a series of smaller steps and to be able to adjust the behavioral objective in view of the child's progress. Please see "Isn't It About Time He Out-Grew This?" by Baldwin and Fredricks, for more information about task analysis.

4. Writing Teaching Procedures

As stated earlier, the Teaching Activities which accompany each skill should not be thought of as useful by and of themselves. Additional information is required in order for them to be useful instructional tools.

After the behavioral objective is written, the teacher may specify simple, clear directions as to how the skill or objective is to be taught. Using one or more of the Teaching Activities which accompanies the selected skill, the teacher may write the directions being sure to include the following components:

a. Setting in which the task is to be taught ("Have Billy seated on floor" or "Place Julie in high chair")

b. Cue - what is said to the child, or done to the child to get him or her to perform the task. Visually impaired and blind children must have simple, clear verbal cues. It is important that there be no distracting sounds when teaching the child. Verbal cues should be consistent - the language should not be altered from one administration of the particular program to another. Using "take a bite", "scoop your food", or "eat your lunch" to try to elicit the same behavior is confusing to the child.

   Verbal cues for the blind child should be accompanied by touching. For example, as the teacher says, "Lisa, put the blocks in the cup", the teacher should lightly touch Lisa's shoulder, or the teacher may put her hand lightly over Lisa's. The physical touch is necessary to replace the eye contact that would be present with a sighted child. Use the child's name and touch the child as the cue is given.

c. Consequence - what is said and/or done to the child immediately after child's response. This includes consequences for a correct response (praise, pat on the back, visual or tactual stickers on a chart) as well as consequences for an incorrect response (supplying the child with the correct answer or response, co-acting the correct response with the child). Co-acting is fully explained in the preceding section on Task Analysis. See suggested Weekly Recording Sheet, page 19, for an example of simple, clear teaching directions containing the above components.

5. Consequating Correct Responses - Reinforcement

A change in the child's behavior is an indication that learning has occurred. For example, if a child initially was not able to "Follow three part directions" and as a result of appropriate teaching now "Follows three part directions", the child's behavior has changed. Learning will often not occur, or not be maintained, however, if the new skill is not reinforced. Any behavior that is immediately followed by a rewarding outcome - reinforcement - is likely to be repeated.

Reinforcement is a vital part of the learning process, especially when a new or difficult skill is being taught. Enthusiastic praise, hugs, claps and pats are encouraged when a child responds correctly. Such reinforcement provides the child with the knowledge that what he or she has just done was correct.

It is extremely important that visually impaired and blind children be reinforced for the correct behavior. This child will not see facial expressions of pleasure from the teacher or parent. Praise must be enthusiastically expressed and genuine pleasure communicated through the voice. The perfunctory "good girl" which may be effective with other children is not reinforcing enough for the blind child to repeat the desired behavior. The blind child may also be reinforced by hugs, cuddling, and gentle pats. Sighted children receive reinforcement simply from seeing what other children do or what their parents do. The blind child may be unaware and thus uninspired by the performance of others of the desired behavior. Through appropriate reinforcment the blind child knows that the consequences of his or her behavior are pleasing to the teacher and parent. The child will then be more apt to continue the behavior.

When teaching a new or more difficult skill it will usually be necessary to reinforce the child for every correct response. When the behavior or skill is well established, the frequency of reinforcement may be reduced. Continuous reinforcement should be used to establish a new skill and intermittent reinforcement should be used to maintain it. For more information on reinforcement technique and schedules, see Parents Are Teachers, Wesley C. Becker, Research Press, Champaign, Illinois, 1971 and Managing Behavior, R. Vance Hall, H & H Enterprises, Inc., Lawrence, Kansas.

6. Use of the Weekly Recording Sheet

A simple, one page form for monitoring a child's progress on a particular skill is included on page 26. This is intended as a suggested form. A teacher may already utilize a form or method for tracking a child's progress.

The Weekly Recording Sheet includes space for writing the behavioral objective as well as the skill area and number and the skill from the OR Skills Inventory. Sufficient space for writing the Teaching Procedures is also on the Weekly Recording Sheet.

The space labeled "Recording Procedures" may be used to specify the data symbols to be recorded and their meanings. This may be kept very simple, such as an "X" for a correct response and an "O" for an incorrect response.

Keeping track of the child's responses to a given task is important as it allows the teacher and parent to see how fast the child is learning. With this knowledge, the teacher is able to make appropriate decisions regarding changes in the child's prescriptive program.

The "grid" for recording the data symbols indicating correct and incorrect responses is located in the lower, right hand section of the Weekly Recording Sheet. The first column on the grid labeled "Pre-Test" should be recorded by the teacher on the first day of instruction. This information will tell the teacher how much of the task the child can perform prior to instruction. The teacher should have the child perform the task without providing any reinforcement or correction, and record the child's responses after "pre-testing." After pre-testing, the teacher is ready to begin instruction or demonstrate to the parent how instruction is to be carried out, following the directions which the teacher has written on the Weekly Recording Sheet.

If teaching is done by the parent in the home, the parent will work with the child and record responses during the week. When the teacher returns, he or she may record the "Post-Test" responses in the same way "Pre-Test" information was recorded. As skills are acquired, new objectives are set and Weekly Recording Sheets written for each week.

The Weekly Recording Sheet on page 19 is an example of a completed form. The blank Weekly Recording Sheet is provided on page 26 for purposes of duplication, if desired.

Child's Name ____________________

Teacher's Name ____________________

Date ____________________

SKILL AREA AND NO. ____________________

SKILL: ____________________

BEHAVIORAL OBJECTIVE:

RECORDING PROCEDURE:

TEACHING PROCEDURE:

Items/Trials

Pre Test	Days of Week					Post Test

26

OR 7 Weekly Recording Sheet

GLOSSARY

BEHAVIORAL OBJECTIVE:

A statement of measurable and observable behavior that a student will display at the end of instruction.

CO-ACT:

To behave or act in unison. Since blind children do not get a visual model of an activity, they can get a "kinesthetic image" if they are manually put through the activity. For example, put child's back against adult's knees, and child's feet on top of adult's feet. Adult takes steps or "co-acts" walking with the child.

LOOK AT or EXAMINE:

These terms are used in a broad sense and mean more than just visualizing. With regard to blind children, to "look at" or "examine" means to touch, smell, taste, and listen to things.

MODEL:

To demonstrate a task. You model the task and have the child imitate.

PREREQUISITE SKILLS:

Skills a student must demonstrate before the next phases of learning can be initiated. For example, grasping is prerequisite to using a spoon.

PRESCRIPTIVE PROGRAM:

A systematic method of teaching and evaluating a particular skill, in which the skill is broken down into the smallest learning components or steps. Steps are presented one at a time, each new step building on the skills learned in the previous step.

RECORDING PROCEDURE:

A procedure that specifies the data symbols to be recorded and their meanings.

REINFORCEMENT:

Any action which increases the probability that a given behavior will occur again.

REVERSE CHAIN:

To teach the last step of a task first. The child completes the last step of the task independently, while adult co-acts the rest of the task. Gradually, the child completes more and more of the task independently, until he or she can do the entire task. Examples of tasks which could be reversed chained are spoon feeding, dressing skills and cutting with scissors.

SUCCESSIVE APPROXIMATIONS:

Sequential behavior that is closer to the described behavior with each attempt.

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POSTSCRIPT

The following "Rhymes for Making Friends With the Very Young" is a delightful postscript to this necessarily functional manual for the OR PROJECT. Marilyn Patterson is the mother of Eric, a blind child in Southern Oregon whose very existence is part of the genesis of this project. Marilyn's collection of "field-tested" rhymes and finger plays will help OR PROJECT users with skills such as Socialization 27 "Participates in finger plays and rhymes with adult." We are very pleased and proud to share these fresh ideas with you.

Donnise Brown
Vickie Simmons
Judy Methvin

Rhymes for Making Friends
With the Very Young

collected and used
by

Marilyn Patterson

The action rhymes I have presented here have been chosen for one reason: because my son, Eric, who is now two years old, enjoys them. It would be fun to be able to tell you I am such a good-hearted mother I learned them just because Eric took a shine to them.....but that would be short of the truth. Though many are ones I grew up with and started with Eric when he was very new to this world, just to make friends, they have since become very handy tools. Eric is totally blind and the world does not entertain him as much as it does a sighted child. I needed something for him and me to share together, to keep him from getting bored, to entertain him when we went places where there were many strange noises, to make a long ride in a car bearable. If we were visiting, or some place where Eric could explore but the strangeness made him uncomfortable, quite often a few games together would help put him at ease. I have recited them going down the aisles of supermarkets, and whispered them in the back row of my daughter's Christmas Program. I have them written down on 3 x 5 cards so my husband and daughter can do them with Eric, and they are a good way for Eric and the babysitter to make friends.

By no means is this list complete. I have not written down many good and popular rhymes such as "This Little Pig Went to Market," "To Market, To Market," and "Pat-a-Cake," because they are already so widely known. I have used rhymes and actions that can be enjoyed at a very young age and without sight. My formula is easy: if it has a good rhythm, bounce to it; if it has an action, do it (such as "clap" or "shake") or imitate it (bounce your child on your knee for "jump", wiggle in a sideways motion for "swim"); if it names a part of the body, touch it; if it has a sound, imitate it as realistically as you can. (My dog and car sounds send our dog on a frantic search.) "Jack and Jill", "Humpty Dumpty", "Cock-a-doodle-do, My Dame Has Lost Her Shoe", just to name a few, are all good ones. Also I have left out many songs. "Old MacDonald", "Sweetly Sings the Donkey", "Rock-a-bye-baby", "She'll Be Coming 'Round the Mountain", are all songs Eric enjoys, not because I can sing (I can't very well), but because he likes the sounds and actions. For a long time he was not interested in songs with "just" words, but when he reached about 20 months he began to welcome songs with the silly words or repititions such as "Polly-Wolly Doodle", "Kookaburra" and "Are you Sleeping?" I have found the library has records of children songs which we have borrowed and enjoyed together.

Though I collected them to help me as much as to entertain Eric, I am always amazed at the amount of learning they have provided along with the fun. Eric has learned the parts of his body, and many movements such as jumping, bouncing, clapping, and so forth, which I have not worked on teaching him. Also, his first imitative sounds prior to speaking came from our songs and games.

I have always encouraged Eric to participate and do not hesitate to pause in mid-rhyme or song to praise him for it. Many times he first participates in anticipation of what is to come so it is out of place. No matter--I still give him a good word and later he seems to get it straightened out. As soon as he shows readiness to do a part, I let him do it, no matter how out of rhythm or if he needs prompting.

As Eric grew older and more capable of doing things himself, he could do them while sitting in the car seat as I drove and sang, making errands a little easier for both of us. Or he would sit on the kitchen floor and do them while I sang and hurried to get the meatloaf in the oven so we could play together. While it took time for me to learn to work, sing, and watch Eric so I could praise or prompt him, we both made it through those many times when he decided he needed to be held and I had something that needed to be done, in a little better shape.

I am constantly combing my memory, and looking for new ones in magazines, libraries, any place. And when Eric thinks he needs one and my memory fails, I can always rely on "Eric has a nose(chin, tummy, toe, etc.) I'm going to get your nose....Got It!" or some such.

So they have been very useful to me and good for Eric. But I think most of all, they have provided Eric and me with some very special times together I would not have wanted to miss.

FROM BIRTH..........

These very first ones can be started very young. I used some with Eric before I even had him home from the hospital and he still enjoys them. They are marvelous for those times when the baby is dry, fed, and wide awake, and you want to spend some time together. They are also indispensible when you anticipate that he'll be wide awake all night if you don't do something to tire him out!

SHOE THE LITTLE HORSEY

Shoe the little horsey;
Shoe the little mare;
Let the little coltie's
Footies go bare, bare, bare.

Pat the bottom of your baby's feet one at a time. Change the foot patted at each line and at each "bare".

****

KNOCK AT THE DOOR

Knock at the door;	*Gently tap forehead*
Pull the bell;	*Pull earlobe*
Lift the latch;	*Touch Nose.*
Walk in -- And go right down the Chinny chin chin.	*Starting at the lower lip, walk the fingers down the chin.*

****

EENSY WEENSY SPIDER

The Eensy Weensy Spider climbed up the water spout.	*Walk your fingers from your child's foot, up his leg to his chest.*
Down came the rain and washed the spider out.	*Gently tap your fingers on his chest and back down to his foot.*
Out came the sun and dried up all the rain.	*With your finger make ever widening circles on his tummy.*
So the Eensy Weensy Spider climbed up the spout again.	*Walk your fingers back up his leg to his chest.*

HERE SITS THE LORD

Here sits the lord;	*Gently touch: the forehead*
Here sit his men.	*each eye*
Here sits the rooster;	*one cheek*
Here sits the hen.	*the other cheek*
Here sit the little chicks;	*the nose*
Here they run in --	*the mouth*
Chin chopper, chin chopper,	*Tickle under the chin.*
Chin chopper, chin.	

****

THE SLIDE

Climb up the ladder,	*Walk your fingers up your child's arm.*
Hang on to the side,	*Gently pull his earlobe.*
Sit down at the top,	*Place your fingers on top of his head. Ski jump your fingers down his forehead and nose and tickle his tummy.*
And down you slide.	

****

THE MOUSE'S HOUSE

Here's a little mousey,	*Starting from any point on your child's body, walk your fingers to another point in a roundabout manner.*
Looking for a housey.	
Where shall he find one?	
Right there!	*Tickle wherever you stop.*
On (child's name) (wherever).	*Name where you have tickled.*

An example of this might be: I walk my fingers from Eric's h[illegible], over his chest, up and over his head, and tickle under his chin. Then I would end it by saying, "Under Eric's chin."

ROUND THE GARDEN

Round and round the garden	*Hold your child's hand so his palm is up, and circle his palm with your finger.*
Went the Teddy Bear.	
One step--	*Step your fingers up his arm.*
Two step--	
Tickly under there.	*Tickle under his arm.*
Round and round the haystack	*Do the same as in the previous verse, only with the other hand.*
Went the little mouse.	
One step--	
Two step--	
In his little house.	

****

MY BABY

Five fingers on this hand,	*Gently touch each part of your baby's body as it is named.*
Five fingers on that;	
A dear little nose,	
A mouth like a rose,	
Two cheeks that are tiny and fat.	
Two eyes--	
Two ears--	
And ten little toes.	
That's the way my (name of baby) grows.	

MY BODY

Touch the parts of the body as they are named.

Here are my ears;
Here is my nose;
Here are my fingers;
Here are my toes;
Here are my eyes,
Both open wide;
Here is my mouth,
With white teeth inside;
Here is my tongue,
That helps me speak;
Here is my chin,
And here are my cheeks;
Here are my hands,
To help me play;
Here are my feet,
For walking today.

****

THE FARMER AND BEE

Walk your fingers up your child's arm. If you do it slowly, in an expectant voice, he'll love the suspense.

A farmer walked
To the barn,
With a bee
Under his arm.
Bzzzzzzzzzzzz.

Tickle under his arm.

THIS LITTLE COW

This little cow eats grass.
This little cow eats hay.
This little cow drinks water.
This little cow runs away.
This little cow does nothing all day.
We'll chase her,
We'll chase her,
We'll chase her away!

This is a finger play, starting with the thumb, and pointing to each finger in turn.

After touching the little finger, run your fingers up your child's arm and tickle under the chin.

****

FROM 6 MONTHS...............

When Eric reached six months of age, he was ready for a little more action, clapping, shaking, and so forth. It seemed like it was a very long time before he tried to do any of it himself, but he enjoyed having my help. It was about the only time he would let me do anything with his hands. It was at this time that "Pat-a-cake" was introduced. Still, most of the rhymes that he enjoyed talked about him, and many of the rhymes that dealt with animals or something that he was not familiar with met with very little response.

MY BATH

After my bath I try, try, try,

To wipe myself 'till I'm dry, dry, dry.

Hands to wipe, and fingers, and toes;

Two wet legs, and a shiny nose.

Just think how much less time I'd take

If I were a dog and could shake, shake, shake.

Help your child pretend to wipe himself dry.

Touch all parts of the body when named.

Gently help him shake

Eric liked it best if I circled his rib cage with my hands and helped him shake in half rotations.

****

THE TEAPOT

I'm a little teapot, short and stout;

Here is my handle,

Here is my spout.

First I whistle, then I shout,

"Tip me over, pour me out!"

Help your child bend his elbow and place his hand on his hip.
Stretch other arm straight out to side.

Holding the above position, help him pretend to tip and pour.

This can be started with your child on your lap, and later he can learn to do it standing up. With Eric, it was a game we played whenever he was near the kitchen when the teapot whistled.

****

ROLL YOUR HANDS

Roll your hands as fast as you can;

Roll your hands so slow.

Stretch your hands high over your head,

Then push them way down low.

Sit your child on your lap so you are both comfortable and help him follow the directions in the rhyme.

WIGGLES

I wiggle my fingers;
I wiggle my toes;
I wiggle my shoulders;
I wiggle my nose.
Now the wiggles are out of me
And I'm just as still as I can be.

Help your child follow the directions in the rhyme. As soon as he is ready, let him do them himself.

****

COME ON EVERYBODY

Come on everybody clap your hands,
Clap your hands, clap your hands.
Come on everybody clap your hands,
Clap your hands together.

This is a good rhyme because it can always be varied by substituting rub your tummy, kick your feet, pat your knees, touch your toes, flap your arms, or anything else you and your child can think up, for "clap your hands". As your child gets older and more mobile use larger actions such as jump up high, turn around, and so forth.

****

FIVE LITTLE SQUIRRELS

Five little squirrels sitting in a tree;
The first one said, "What do I see?"
The second one said, "A man with a gun!"
The third one said, "Come on fellas! Let's run!"
The fourth one said, "Pooh, I'm not afraid."
The fifth one said, "What will happen if we stay?"
BANG! went the gun and way they run.

Holding onto your child's hand, start with the thumb and point to each finger in turn.

Clap the hands, then make them go in different directions.

FROM 7 MONTHS.............

The following rhymes are dependent on the physical ability of your child to hold his head on tight, and the back strength and balance to enjoy bouncing and other large physical movements. I think Eric was physically ready at three or four months but we did not use them until he was about seven or eight months because they seemed to produce a fear of falling reaction. I finally worked out the fear by doing simple ones such as "My Bunny's So Funny" while hugging him up to me securely and gently bouncing standing up and slightly bending my knees. I wish I had thought of it much sooner.

With "Pop-eye" and "Leg Over Leg" timing is especially important. Your child has to be physically mature enough for it but not so big you cannot get your foot off the ground. When starting out, hold your child gently around the rib cage and bounce him very gently. Now, when Eric is two, I am still able to do it, but he helps by holding onto my thumbs while I grasp his wrists, and he often pushes off the ground and adds many side to side wiggles.

You will also find that many of the following rhymes have two sets of instructions. That is because I have adapted many of them so they can be used at a younger age, but they are actually intended for children in nursery school and kindergarten. When Eric gets a little older, I plan to teach him the regular movements so he will be a little better prepared for the school situation. Also, I want to give his teacher a list of those rhymes and games he knows so she can incorporate them into her program. I think it would help him feel more comfortable in a new situation.

OUT IN THE GARDEN

Out in the garden	*With your child on your knees bounce him from side to side, keeping your knees together.*
Where the cabbages grow,	
Happy little bunny rabbits	
Are hopping to and fro.	*Now alternately raise knees in a walking rhythm.*
Along comes a puppy dog	
Looking for some fun,	
"Bow wow wow" he barks	*Bounce your child on both knees very rapidly*
And away the bunnies run.	

****

THE ELEPHANT

An elephant goes like this	*Give your child a knee ride, raising alternate knees in a slow walking rhythm.*
and like that;	
He's terribly tall,	*Stretch his hands up high.*
And terribly fat.	*Stretch his hands out wide.*
He has no fingers,	*Touch his fingers.*
He has no toes,	*Touch his toes.*
But goodness gracious what a nose!	*Touch his nose.*

****

MY BUNNY

My bunny's so funny,	*Bounce your child on your knees.*
He wiggles his nose,	*Wiggle his nose.*
And then hops away	*Bounce him again.*
On the tips of his toes.	*Touch his fingers to his toes.*

FIVE LITTLE MONKEYS

Five little monkeys bouncing on the bed;
One fell off and bumped his head.
Ran to the doctor, the doctor said,
"Keep those monkeys off that bed!"

Bounce your child on your knees.
Quickly straighten legs for a moment, then help him hold his head. On "Ran" make big windmill circles with arms.
Bounce your child again.

This is really a finger play in which the child holds his hand up with the fingers spread and straight. On line one he bounces it up and down. On line two, he bends one finger down, then taps himself on the head. On line three he makes running sound by rapidly patting his knees. On line four, he shakes his finger like he is lecturing, and says it louder. Then the whole process is repeated starting with four monkeys, and so on until none are left.

****

MR. JUMPING JACK

Mr. Jumping Jack is a funny funny man;
He jumps and jumps as fast as he can;
His arms go out--
His legs do too--
Mr. Jumping Jack, How do you do?

Bounce your child on your knees.
Bounce him faster.
Spread his arms way out.
Spread his legs out.
Stop and shake his hand.

When your child is ready for it, take his hands and jump this one with him, following the directions in the game.

****

POP-EYE

I'm Pop-eye the sailor man.
I'm Pop-eye the sailor man.
I can fight to the finish
Because I eat spinach,
I'm Pop-eye the sailor man.
Toot! Toot!

Cross your knees and bounce your child on your foot.

Bounce him way high and lift him into your lap.

RUBBER BALL

I'm a big round rubber ball	*Bounce your child on your knees until "fall", then lean him way back or straighten your legs so he feels he is sliding down.*
So bouncing is not hard at all;	
Bouncy, bouncy, bouncy, ball,	
I bounce again--then down I fall!	

When your child is older and steadier, take hold of his hands and jump with him until "fall" when you both sit on the floor.

****

HERE WE GO UP

Here we go up, up, up;	*Lift your child as high as you can.*
Here we come down, down, down;	*Lower him slowly.*
Here we go backward;	*Walk so he is going backward.*
Here we come forward;	*Walk so he is going forward.*
Here we go round and round.	*Twirl with him.*

When your child is about 2 1/2 to 3 years of age, you can help him learn to stretch up, squat down, walk backward, walk forward, and turn himself to the words in readiness for doing it with a nursery school group or kindergarten

****

HIPPETY HOP

Hippety hop to the candy shop	*Bounce your child on your knees.*
To buy a stick of candy.	
There's one for you;	*Help him touch you.*
There's one for me;	*Help him touch himself.*
There's one for Raggedy Andy.	*Bounce him again.*

THIS IS THE WAY THE LADIES RIDE

This is the way the ladies ride	*Give your child a knee ride with small quick bounces.*
Tre, tre, tree, tre, tre, tree.	
This is the way the ladies ride	
Tre, tre, tre, tre, tree.	

This is the way the gentlemen ride	*The bounces should be slower but higher.*
Gallop a trot, gallop a trot.	
This is the way the gentlemen ride	
Gallop a gallop a trot.	

This is the way the farmers ride	*With your child sitting on your knees alternately raise one knee, then the other in a walk rhythm making him sway side to side.*
Ploddey-plod, ploddety-plod.	
This is the way the farmers ride	
Ploddety ploddety plod.	

****

MR. BULLFROG

Here's Mr. Bullfrog	*Set your child on your lap.*
Sitting on a rock.	
Along comes (your child's name),	*Alternately raise knees in a walking rhythm.*
Mr. Bullfrog jumps, KERPLOP!	*Bounce your knees way high.*

****

TROT LITTLE PONY

Trot little pony,	*Give your child a knee ride.*
Trot to town;	
Trot little pony,	*Part your knees slightly, letting your child slip down.*
And don't fall down.	

WINTER

When it is winter
I run up the street,
And I make the ice crackle
With my little feet.
Crickle, crackle, crickle, crackle,
Creet, crreeet, crrrreeeeeet.

Give your child a knee ride with little short fast bounces.

Wobble him back and forth as if on slippery ice, and on last "crrreeeet" straighten legs and let him slide down.

****

THE SNOWMAN

Help your child:

There was a chubby little snowman	
Who had a carrot nose.	*touch his nose,*
Along came a bunny, and what do you suppose?	*bounce up and down,*
That hungry little bunny was looking for his lunch,	*rub his tummy,*
So he ate that snowman's carrot nose.	*touch his nose.*
Nibble, nibble, crunch.	

****

LEG OVER LEG

Leg over leg
The dog went to Dover.
When he came to a stile--
JUMP! He went over.

Cross your knees and bounce your child on your foot. On the last line give him a high bounce and a swing--uncrossing your knees, and landing him on the floor.

It's important that the landing be soft becuase of the tendency of a very young child to land stiff-legged which is jarring.

A GALLOPY HORSE

I like to ride on a gallopy horse,	*Give your child a knee ride.*
Gillopy, gallopy,	
Trot - trot - trot.	
Over the hilltop, down through the land,	
Leaping the fence to the barnyard lot.	*Give an extra high bounce.*
Oh its rollicking, rollicking fun - is it not?	
To ride gillipy, gallopy,	*You can add variation by bouncing at different heights and speeds during different parts of the rhyme.*
Trot - trot - trot.	
To ride gillopy, gallopy,	
Trot - trot - trot.	

****

A LITTLE FROG

A little frog in a pond am I,	*Bounce your child on your knees.*
Hippity, hippity, hop.	
I can jump up in the air so high!	*On "high!" give an extra big bounce.*
Hippity, hippity, hop.	

****

FROM 12 MONTHS................

These rhymes were not enjoyed until Eric was between twelve and eighteen months of age. They use more words with less action, and the actions are a little more difficult to follow. At this age he was very definite about his likes and dislikes, and they were very changeable. I might introduce something and he would put his hands over his ears, or if it was a finger play, he would make tight fists next to his waist and actually curl his body over them. But in another situation, or at another time, he might welcome it.

It was also at this age I started to use many of the rhymes he knew in specific situations, and started to introduce him to many of the things they were about. The "Teapot" was used when he was in the kitchen and the teapot whistled; "The Farmer and Bee" was used when we were outside and heard the bees; we went outside to discover the rainspout after singing "Eensy Weensy Spider"; and "My Bath" was used after his bath. This spring he is learning to go up the ladder and slide down the small slide in our back yard so we are just now using "The Slide" in a way that he really understands, but he has been enjoying it for a long time.

LITTLE WHITE DUCK

There's a little white duck sitting in the water;	
A little white duck doing what he oughter.	
He took a bite of a lily pad,	*Pinch tummy.*
Flapped his wings and he said, "I'm glad	*Flap arms.*
I'm a little white duck, sitting in the water,	*Use hoarse voice.*
Quack, quack, quack."	

There's a little green frog swimming in the water;	*Make swimming motion.*
A little green frog doing what he oughter.	
He hopped right off of the lily pad	*Bounce up.*
That the little duck bit, and he said, "I'm glad	*Use deep voice.*
I'm a little green frog swimming in the water,	*Make swimming motion.*
Ribbet, ribbet, ribbet."	

There's a little black bug swimming in the water;	*Make swimming motion.*
A little black bug doing what he oughter.	
He tickled the frog on the lily pad	*Tickle tummy.*
That the little duck bit, and he said, "I'm glad	*Use high voice.*
I'm a little black bug swimming in the water,	*Make swimming motion.*
Chirtle, chirtle, chirtle.	

There's a little red snake swimming in the water;	*Make swimming motion.*
A little red snake doing what he oughter.	
He frightened the duck and the frog so bad,	
Ate the little bug, and he said, "I'm glad	*Rub tummy.*
I'm a little red snake swimming in the water,	*Use smooth voice.*
Hiss, hisss, hissss."	

Now there's nobody left sitting in the water;	*Use a very sad voice with a sniff or two.*
Nobody left doing what he oughter.	
Nothing left but the lily pad,	
The duck and the frog ran away - I'm sad	
"Cause there's nobody left swimming in the water,	
Boo, hoo, hoo, hoo.	

****

MY HANDS

Help your child follow the directions.

My hands upon my head I place,

On my shoulders, on my face,

On my knees, and at my side,

Then behind me they will hide.

Now I raise them up so high,

'Till they almost reach the sky.

Swiftly clap--1, 2, 3.

And see how quiet they can be.

OVER IN THE MEADOW

Over in the meadow
In the sand and the sun,
Lives an old mother toad
And her little toady one.
"Hop!" said the mother;
"I hop!" said the one;
So they hopped and were glad
In the sand and the sun.

Bounce up--
Do it again--
And again.

Over in the meadow
Where the stream runs blue,
Lives an old mother fish
And her little fishies two.
"Swim!" said the mother;
"We swim!" said the two;
So they swam and were glad
Where the stream runs blue.

Make swimming motion--
Again--
And again.

Over in the meadow
In a nest in a tree,
Lives an old mother bird
And her little birdies three.
"Sing!" said the mother;
"We sing!" said the three;
So they sang and were glad
In their nest in the tree.

Make a pause and whistle--
Do it again--
And again.

Over in the meadow
On the pond's sandy floor,
Lives an old mother turtle
And her little turtles four.
"Snap!" said the mother
"We snap!" said the four;
So they snapped and were glad
On the ponds sandy floor.

Snap your fingers--
Again--
And again.

Over in the meadow
In an old bee hive,
Lives an old mother bee
And her little bees five.
"Buzzzz!" said the mother;
"We buzzzz!" said the five;
So they buzzed and were glad
In the old bee hive.

Tickle up the leg and under
the arm--again--
And again.

Over in the meadow
In a dam built of sticks,
Lives an old mother beaver
And her little beavers six.
"Slap!" said the mother;
"We slap!" said the six;
So they slapped and were glad
In their dam built of sticks.

Slap knee with hand--
Again--
And again.

ONE MISTY MOISTY MORNING

One misty, moisty morning,	
When cloudy was the weather,	
I chanced to meet an old man	
Dressed all in leather;	
Dressed all in leather	
With a strap beneath his chin;	*Run finger beneath your child's chin.*
How do you do?	*Shake hands with your child on each "How do you do?"*
And how do you do?	
And how do you do again?	

****

THE ANIMAL FAIR

I went to the animal fair;	
The birds and the beasts were there.	
The old baboon, by the light of the moon,	
Was combing his auburn hair.	*Touch your child's hair.*
The monkey and the skunk,	
Both sat on the elephant's trunk;	*Touch his nose.*
The elephant sneezed - (KERCHOO!)	*Pretend to sneeze.*
And fell on his knees--	*Touch his knees.*
And what became of the monkey, monkey, monk?	

MICHAEL FINNIGAN

There was an old man named Michael Finnigan,

He grew whiskers on his chinnigan, (*touch chin*)

The wind blew them off and he grew them in again,

Porr old Michael Finnigan. (*Long pause*) Begin again! (*Spoken very fast*)

Eric likes to do this three times in a row. The first time is very slow, the second faster, the third just as fast as I can possibly speak.

****

DO YOUR EARS HANG LOW

Do your ears hang low?	*Pull ear lobes.*
Do they wobble to and fro?	*Wiggle clasped hands.*
Can you tie them in a knot?	*Pretend to tie knot.*
Can you tie them in a bow?	*Pretend to pull bow tight.*
Can you throw them over your shoulder	*Hands together, pretend to throw over one shoulder.*
Like a Continental Soldier?	*Pretend to salute.*
Do your ears hang low?	*Pull ear lobes.*

This, too, is gone through two or three times, increasing the speed each time. The action is still too fast for Eric, so at two years of age, we still do all the actions with his hands in mine.

STILL MAKING FRIENDS..........

This has been a list of many of Eric's favorite rhymes and games. Though he still enjoys them, he is growing and ready for new experiences, and many seem to be becoming old hat. Therefore I am starting to introduce him to some of the larger physical movements that can be used instead of his bouncing on my knees. We hold onto hands and jump together, of if I do not feel like being that active, I hold his hands while he jumps on a bed. Ring Around the Rosie is one he has learned recently and enjoys.

He has also shown a readiness to start listening to very simple versions of stories such as The Three Little Pigs. I use many of the same ideas for stories that I have for rhymes. I include many actions and sounds; high voices for the pigs, a low voice for the wolf, and I knock on the nearest hard object for a knock on the door. Eric and I blow together when it comes time for the wolf to blow, and then we pretend we are a house as we sway side to side and pretend to fall over with a "BOOM! CRASH! BANG!" I do not worry about following a story line accurately, or of using the same words everytime, and as Eric gets older I will add more of the story to it, and even encourage him to help me fill in the details. It is a great way to encourage him to use his imagination, to introduce him to what most children learn matter of factly, to help get him ready for a school situation at some future date...but I think most of all it is a great way to make friends.

Marilyn Patterson

THE OREGON PROJECT FOR VISUALLY IMPAIRED AND BLIND PRESCHOOL CHILDREN

(OR PROJECT)

Preliminary Edition

by

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SKILLS INVENTORY

for

NAME ______________________________ BIRTHDATE ____________

COMMENTS: ____

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COGNITIVE

SAMPLE

COGNITIVE

AGE LEVEL 0-1

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
1	Alerts to daily tactual stimulation (body massaged with lotion)				
2	Familiar person holds, rocks, cuddles and talks to child 3 or more times each day				
3	Adult provides simultaneous sight, sound, smell, taste, and/or feel of simple event or object (bath, food cooking)				
4+	Removes cloth from face				
5	Touches new objects randomly (feels furry blanket)				
6+	Searches visually or tactually for object that has been removed from vision or touch				
7+	Picks up brightly colored or sound producing toy which child has dropped within arms reach				
8+	Finds hidden object under container placed within reach (musical toy under box)				
9+	Puts down one object deliberately to reach for another				
10	Adult provides simultaneous sight, sound, smell, taste and/or feel of complex events and objects (shopping, picnicking)				

AGE LEVEL 1-2

11	Examines variety of liquid and semi-solid substances (foods) with hands				
12	Plays with simple toys appropriately				
13+	Opens container to find sound-maker (ticking clock in box)				
14+	Discovers objects under cover in variety of locations (pans in cupboard, cake in cakepan)				
15+	Stacks 3 blocks				
16	Selects, from group of 3, object identical to given object (simple matching)				

+ May be acquired at a later age by totally blind child

COGNITIVE

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
17	Names 4 common items when they are presented				
18*	Touches 5 large, clear pictures in a book when named				
19	Moves self or object up or down on request ("Put your hand down" or "Hold the spoon up high")				
20	Names hot and cold items (child touches ice and says "cold")				
21*	Matches 5 objects with 5 large, clear pictures of same objects				
22+	Pulls toy to self with string or strap				
23*	Names large, clear pictures of 4 items				

AGE LEVEL 2-3

24+	Crawls or walks to find lost, familiar object (toy child played with earlier)				
25+	Uses device to bring object to self (cookie on plastic wrap)				
26	Gives one object when 2-3 objects are present (understands "one")				
27	Matches objects of same size when 2 sizes are presented (8 oz. and 4 oz. plastic glasses)				
28*	Matches 3 colors				
29	Tells own sex when asked				
30	Touches big and little objects on request				
31+	Builds tower of 5-6 blocks				
32	Names objects as big or little				

* May not be appropriate for totally blind child

+ May be acquired at later age by totally blind child

COGNITIVE

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
33	Turns pages in book to find named picture or real object				
34	Puts together 2 parts of a shape to make a whole				
35	Names 4 children as boy or girl				
36	Puts together 4 part nesting toy				
37	Places objects in, on and under on request				
38	Names objects as wet or dry				
39	Makes a choice when asked				
40	Names 3 simple household smells (bacon frying, hand lotion)				
41	Moves named body parts ("Shake your head." "Raise your hands")				
42	Matches shapes: circle, square and triangle				
43	Matches sounds (beans, rice and sand in containers)				
44	Places toys or other objects where they can be found again				
45	Stacks 5 rings on a peg in size order				

AGE LEVEL 3-4

46	Matches textures (wood, metal, plastic)				
47	Names top, bottom, front, back and sides of objects				
48*	Names simple, clearly depicted action pictures				

* May not be appropriate for totally blind child

COGNITIVE

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
49	Matches long and short objects				
50	Matches solid shape with picture of shape or embossed shape (circle, square and triangle)				
51	Names own creation (drawing or art work)				
52	Explores new objects and toys with both hands (systematically)				
53*	Touches 3 colors on request				
54	Tells if object is heavy or light (feather, styrofoam cup, large rock)				
55	Touches shapes on request: circle, square and triangle				
56	Matches 1 to 1 (1 napkin for 1 plate; 1 candy for 1 child)				
57	Touches long and short objects on request				
58	Claps or uses rhythm sticks to beat of music				
59	Picks up requested familiar object from 6-8 dissimilar objects				
60	Tells which objects go together (shoes and socks)				
61	Tells how many objects in a set (1-3)				
62	Arranges objects into 3 categories (clothing, toys, tools)				
63	Manipulates object to see how it works (new musical toy)				
64+	Builds a bridge with 3 blocks or Legos in imitation				
65	Matches simple sequence or pattern of 5 blocks, beads, or pegs				

* May not be appropriate for totally blind child
+ May be acquired at later age by totally blind child

COGNITIVE

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
66	Names source of smells outside of home (bakery, fish market)				
67	Tells how many objects in a set (1-5)				
68	Names objects as same or different				
69	Names actions by sound of activities (closing door)				
70*	Names 3 colors on request				
71	Gives no objects when asked for zero ("Give me zero spoons.")				
72	Names shapes: circle, square and triangle				
73	Imitates voice quality of single sound (loud or soft, high or low, long or short)				
74	Locates penny when given penny, nickel and dime				
75	Sorts 2 kinds of tactually dissimilar objects (nuts from bolts or dried corn from dried peas)				
76*	Touches requested single object in picture of several objects				
	AGE LEVEL 4-5				
77o	Matches and discriminates gross gradations of sandpaper				
78	Places 5 objects in size order (rings or circles)				
79	Finds own name (printed or brailled) when presented with dissimilar names				
80	Tells how many objects in a set (1-10)				
81	Describes objects as hard or soft, rough or smooth				

* May not be appropriate for totally blind child

o May be appropriate only for the child who will be a braille reader

COGNITIVE

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
82	Matches fabric swatches (silk, corduroy, burlap)				
83	Locates with sound cue objects or people that are near and far ("Find someone who is near you.")				
84	Recalls 4 objects seen or felt in a picture, book or box				
85	Names 6 textures and fabrics (wood, metal, velvet, silk)				
86	Selects toys appropriate to the situation (kite for outdoors)				
87	Tells which of 2 objects is heavier or lighter (less than 1 pound difference)				
88	Copies peg pattern on 6 hole pegboard (1-6 pegs)				
89	Names object or picture that does not belong in particular class				
90	Touches objects in left to right and top to bottom progression				
91	Tells what is missing when one object is removed from a group of 5 objects				
92+	Matches symbols (print or braille letters and numerals)				
93	Imitates sound rhythm patterns (short, short, long)				
94	Places objects over, above, under, below, upon, inside, through and away from other objects on request				
95+	Builds simple structure in imitation (Legos, Tinkertoys, APH constructo set, blocks)				
96o	Locates dropped object up to 8 feet away with sound clue				
97	Describes objects as long and short				
98	Forms sets to match given sets of 1-10 objects				

+ May be acquired at later age by totally blind child

o May be appropriate only for the child who will need orientation and mobility training

COGNITIVE

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
99	Puts objects in patterns from memory of objects in same simple pattern (peg or block patterns)				
100	Names missing part of picture or object				
101	Moves body planes in relation to surfaces ("Move so that your side touches the door")				
102	Names first, middle and last position in a series of objects or words				
103	Tells which set contains "more" or "less"				
104	Recalls persons, objects, events, not in immediate environment (child tells rememberances)				
105	Tells whether a sound is loud or soft, high or low, long or short				
	AGE LEVEL 5-6				
106	Names penny, nickel and dime				
107	Makes a purchase to show understanding of use of money				
108	Finds symbol that is different in a line of print or braille				
109*	Names 10 colors				
110	Places object across from, next to and beside self and other objects on request				
111+	Matches numeral with same quantity of objects (1-10)				
112	Names shapes: oval, rectangle and diamond				
113	Touches and names left and right on own body				
114	Locates long and short printed or raised lines				

* May not be appropriate for totally blind child

+ May be acquired at later age by totally blind child

COGNITIVE

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
115+	Touches named numerals in print or braille (3 other numerals present)				
116	Places object behind, in front of, to the side of, to the left and right of self and other objects				
117+	Touches named letters in print or braille (3 other letters present)				
118	Names bitter, salty, sweet and sour tastes				
119	Tells number of objects in a given set (1-3) by touch or sight, without counting				
120	Names position of objects first, second, third				
121	Tells color of common objects when objects are not present (grass is green)				
122	Arranges objects in sequence of width or length				
123+	Names numerals 1 to 10 in print or braille				
124+	Names lower case print or braille letters of alphabet				
125	Tells if 2 words have same initial consonant sound				
126	Locates top, bottom, front side, back side, left side, right side and corners of a page or book				
127	Names items in left to right and top to bottom sequence				
128	Makes symbols on worksheet left to right and top to bottom of page				
129	Tells how many objects in a set (1-20)				
130	Finds beginning, end, and middle of a line of print or braille (left to right)				
131	Finds beginning of second line of print or braille				

+ May be acquired at later age by totally blind child

COGNITIVE

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
132+	Reads 4 simple words or whole word braille signs				
133+	Names printed capital letters of alphabet or braille capital sign and braille letters of alphabet				
134+	Pairs capital and lower case print or braille letters				
135	Names objects beginning with given consonant sound				
136+	Names numerals (11-20) in print or braille				
137	Predicts what happens next ("After I am dressed, I will go to school.")				
138+	Tells time in hours using print or braille clock				
139	Points to or touches half and whole objects				
140	Tells activities associated with seasons				
141+	Puts print or braille numerals (1 to 20) in proper sequence				
142+	Matches numeral with same quantity of objects (11-20)				
143+	Tells what number comes before or after (1-20)				
144+	Says sounds of selected letters when presented with print or braille letters				
145	Tells which objects are bigger or smaller when the objects are not present				
146	Tells nature of object by describing it: breakable-unbreakable; living - non-living; movable - non-movable				
147	Traces with crayon or finger simple print or raised line maze				
148	Adds and subtracts combinations to three using objects				

+ May be acquired at later age by totally blind child

COGNITIVE

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
149	Measures using simple tools (ruler, cups and spoons)				
150	Gives two alternatives as solutions to problems				
151	Counts to 100 (rote memory)				
152*	Sight reads 10 large, clearly printed survival words (exit, boys, girls)				
153	Plans and builds using simple tools (levers and pulleys)				
154	Asks questions demonstrating curiosity about physical environment ("Why does it rain?")				
155	Describes where things come from and/or the process they go through (milk, wool, eggs)				
156	Touches and names left and right on others				
157	Names walls of familiar room by direction (wall with window is east wall)				

* May not be appropriate for totally blind child

Skills Inventory

LANGUAGE

AGE LEVEL 0-1

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
1	Alerts to wide range of auditory stimulation (voice, bell, drum)				
2	Changes body movement in response to sound (moves head, arm or leg)				
3	Has separate cry for different discomforts (hungry, wet or tired)				
4+	Turns head toward voice				
5	Coos and gurgles				
6	Repeats own sound				
7	Laughs and smiles				
8	Repeats sound made by others				
9	Repeats same syllable 2-3 times (ma, ma, ma)				
10+	Uses gestures (waves hand "bye, bye" or shakes head for "no")				
11	Follows simple verbal direction accompanied by gestures or physical cue ("Give me your hands." Beckon or touch child's hands.)				
12	Stops activity at least momentarily when told "no"				
13+	Gives up an object on request				
14	Responds to simple questions with nonverbal bodily response (Adult says, "Want to take a bath?" and child bounces in place.)				
15	Combines two different syllables in vocal play ("da-dee" or "ma-me")				
16	Imitates voice intonation patterns of others				
17	Uses single word appropriately ("hot" or "cookie")				

+ May be acquired at later age by totally blind child

LANGUAGE

AGE LEVEL 0-1

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
18	Vocalizes 5 or more syllables in response to speech of other person				

AGE LEVEL 1-2

19	Says "more" in 3 appropriate situations ("more food, bouncing or music")				
20	Imitates 3 vowel sounds				
21	Uses one word sentences as requests ("drink" or "water")				
22	Shows anticipation of events when sound cue is provided (goes to coat closet when he or she hears "Let's go outside")				
23+	Says "all gone" in 2 appropriate situations				
24	Attends to poems or rhymes 1-2 minutes				
25	Follows 3 different one step directions without gestures ("Stop the toy", "Clap your hands" or "Go to the kitchen")				
26	Touches 3 body parts on self when named				
27	Says 5 different words (no, cookie, water)				
28	Can "give me" or "touch" 5 specific objects upon request				
29	Says own name or nickname on request				
30	Touches and names parts of own face: ear, nose, mouth, eye, cheek				
31	Combines use of words and gestures to make wants known				
32	Says animal name when animal is present				
33	Responds to "What's this?" with object name (familiar object)				

+ May be acquired at later age by totally blind child

LANGUAGE

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
34	Names familiar people or pets				
35	Names familiar toys				
36	Asks for common food items by name (milk, cookie, cracker)				
37	Asks questions by a rising intonation at end of word or phrase				
38	Answers yes or no questions with affirmative or negative reply				

AGE LEVEL 2-3

39	Repeats a series of two digits or words in same order				
40	Touches and names own simple limb parts: arm, leg, elbow, knee				
41	Uses word for bathroom need				
42*	Says animal name when shown picture of animal				
43	Names items of clothing				
44+	Shows understanding of personal pronouns by responding to directions ("Give it to her.")				
45	Combines two words to express request ("drink water")				
46	Tells own current activity (eat cookie, go potty)				
47	Answers "where" questions with prepositional phrase (in the cup, under the table)				
48	Matches sounds to musical instruments				
49	Names environmental sounds when familiar with source (car, lawn sprinkler)				

* May not be appropriate for totally blind child
+ May be acquired at later age by totally blind child

LANGUAGE

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
50	Combines 2 words to express possession (daddy car)				
51	Gives more than one object when asked using plural form (blocks)				
52	Touches and names 10 objects or places outdoors				
53	Imitates consonants: p, b, m, h, w, n				
54	Tells age (verbally or holds up fingers)				
55	Carries out a two-part simple request ("Pick up your blocks and put them in the toy box.")				
56	Uses "ing" verb form (running)				
57	Names own fingers: thumb, pointer, middle, ring, little				
58	Uses regular plural forms (book/books)				
59	Asks questions beginning with "what" or "where"				
60	Controls voice volume (whispers or uses loud voice)				
61	Names familiar musical toys and instruments by their sounds (bells, drum)				
62	Uses "is" in statements ("this is a ball")				
63+	Uses "I, me, mine" rather than own name				
64	Touches object that "is not ___" (is not a ball)				
65	Imitates consonants: k, g, t, d				
66	Answers "who" questions with name ("Who is your sister?" "Megan")				

+ May be acquired at a later age by totally blind child

LANGUAGE

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
67	Touches and names own complex limb parts: wrist thigh, forearm, upper arm, shoulder				
68	Uses possessive form of nouns (daddy's)				
69	Uses articles "the" and "a" in speech				
70	Touches and names own body planes: top of head, bottom of foot, sides, front and back of body.				
71	Uses some class names (toy, animal. food)				

AGE LEVEL 3-4

72+	Uses relative pronouns: that, this, these, those				
73	Tells familiar animal name after hearing real or taped animal sound				
74	Uses some adverbs (fast, now, too)				
75	Describes items as open or closed ("door is open" or "window is closed")				
76	Uses some irregular past tense forms consistently (went, did, was)				
77	Says "is" at beginning of questions when appropriate				
78	Attends to stories or poems for 5 minutes				
79	Carries out series of 2 unrelated directions				
80	Tells full name when requested				
81+	Uses personal pronouns: he, she, it, they, you				
82	Answers simple "how" questions				

+ May be acquired at later age by totally blind child

LANGUAGE

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
83	Repeats a series of 3 digits or words in same order				
84	Uses 3 descriptive words appropriately when presented with objects (pretty, sticky, bumpy)				
85	Uses regular past tense forms (jumped)				
86+	Touches and names body parts and planes on doll and others				
87	Indicates understanding of simple directions or conversation despite background noise				
88	Tells about immediate experiences				
89	Names common objects described by use ("what do you brush your teeth with?")				
90	Expresses future occurrences with "going to", "have to" and "will"				
91	Tells how common objects are used (comb and spoon)				
92	Uses 3 common irregular plurals (men, feet, children)				
93	Uses complete sentences				
94	Tells two events in order of occurrence				

AGE LEVEL 4-5

95	Uses "not" to show error ("This is not a pencil, it is a pen.")				
96	Tells function of body parts				
97	Speaks in well structured 4, 5 and 6 word sentences ("Daddy drove the car to town")				
98	Carries out a series of 3 directions in correct sequence				

+ May be acquired at a later age by totally blind child

LANGUAGE

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
99+	Uses possessive pronouns: his, hers, their, its, yours				
100	Finds a pair of objects or pictures on request (Child understands "pair")				
101	Uses "could" and "would" in speech				
102	Tells daily experiences				
103	Uses compound sentences ("I hit the ball and it went in the road.")				
104	Uses contractions (can't, don't, won't)				
105	Uses words sister, brother, grandmother, grandfather				
106	Tells final word in opposite analogies ("Summer is hot, winter is _____.")				
107	Tells familiar story without pictures for cues				
108	Tells if 2 words sound the same or not the same (car-car, car-cat)				
109	Tells whether or not 2 words rhyme				
110	Tells simple jokes ("knock, knock...")				

AGE LEVEL 5-6

111	Uses complex sentences ("He wants me to come in because ____.")				
112	Tells address (includes street and number, city, state and zipcode)				
113	Tells telephone number				
114	Uses quantitative words (many, few, some, most least)				

+ May be acquired at later age by totally blind child

LANGUAGE

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
115*	Tells absurdities in 3 large, clear pictures (flying boat, 3-sleeved shirt, giraffe head on elephant)				
116	Answers why questions with an explanation				
117	Retells 3-5 part sequence story				
118	Names days of week in order				
119	Describes objects in terms that are sensorily accurate ("plate is round and flat", "snow is wet and cold" - not white for totally blind child)				
120	Tells opposites (hot-cold, tall-short, empty-full)				
121	Answers question "what happens if...?" ("..water is put in the freezer". ..snow is brought indoors")				
122	Tells month and day of birthday				
123	Uses morning, afternoon and night appropriately				
124	Asks meaning of new or unfamiliar words				
125	Answers 3 questions correctly about short story				
126	Tells an original story lasting 1-2 minutes				
127	Gives 1 rhyming word for 3 different stated words (cat, dog, run)				
128	Follows 3 simple directions with paper/pencil or brailler				
129	Uses today, yesterday, last night and tomorrow appropriately				
130	Changes word order appropriately to ask questions (can I, does he)				

* May not be appropriate for totally blind child

SELF-HELP

AGE LEVEL 0-1

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
1	Sucks and swallows liquid				
2	Opens mouth for breast, bottle or spoon				
3	Turns head toward nipple when cheek is touched				
4	Swallows liquified foods fed with spoon				
5	Puts hands on bottle while drinking				
6+	Reaches for bottle				
7	Mouths blended or strained foods fed with spoon				
8	Holds bottle without help while drinking				
9	Picks up bottle and drinks independently				
10+	Chews mashed table foods fed with spoon				
11	Drinks from cup (child's hands on cup) with help				
12	Bites off piece of food				
13	Feeds self with fingers				
14+	Chews solid foods				
15	Holds and drinks from cup using two hands				
16	Takes spoon filled with food to mouth				
17	Eats 3 new foods of different textures				

+ May be acquired at later age by totally blind child

SELF-HELP

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
18	Licks food from around mouth				
19	Holds out arms and legs while being dressed				
20+	Returns spoon to bowl				

AGE LEVEL 1-2

21	Washes hands with soap and water with assistance				
22	Takes off unfastened hat				
23	Puts hat on				
24	Pulls off socks				
25	Pushes head through neck opening, arms through sleeves, legs through pant legs				
26	Takes off shoes when laces are untied and loosened				
27	Terminates bottle feeding				
28	Holds and drinks from cup with one hand				
29+	Scoops food with spoon				
30+	Picks up and replaces cup upright on table				
31	Locates and picks up own utensils at table				
32	Sits on potty or infant toilet seat for 3 minutes				
33	Unties shoes				

+ May be acquired at later age by totally blind child

SELF-HELP

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
34	Takes off coat when unfastened				
35	Takes off pants when unfastened				
36	Unzips zipper				
37	Urinates or defecates occasionally when placed on potty chair or toilet				

AGE LEVEL 2-3

38	Dries hands with towel				
39	Zips engaged zipper				
40	Unsnaps clothing				
41	Stirs liquid with spoon				
42	Takes off pullover shirt				
43	Sucks liquid from glass or cup using straw				
44	Uses words or gestures indicating wet or soiled pants				
45	Dries face with towel				
46	Turns water faucet on and off				
47	Brushes teeth with help				
48	Takes off all clothing that has been unfastened				
49	Uses toilet for urination and bowel movements when taken by adult				

SELF-HELP

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
50	Gets drink from faucet when stool or steps are provided				
51	Puts on socks				
52	Flushes after toileting				
53	Places coat on hook				
54	Removes coat from hook				
55	Avoids hazards such as sharp furniture corners, open stairs and heaters when in a familiar place				
56	Uses napkins when reminded				
57	Pierces food with fork and brings to mouth				
58	Unbuckles belt or shoes				
59	Unbuttons large buttons				
60	Avoids toileting accidents during day				
61	Puts toys away				
62	Puts on shoes or boots with help				
63	Finds back of clothing				
64	Puts on coat or shirt (front opening)				
65	Washes own arms and legs in bath				

SELF-HELP

AGE LEVEL 3-4

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
66	Feeds self entire meal using spoon and fork				
67	Washes face				
68	Puts on pants				
69	Pours from small pitcher (6-8 oz.) into glass				
70	Peels 3 foods (banana, tangerine, egg)				
71	Puts on pullover shirt				
72	Stays in own unfenced yard area				
73	Wipes nose				
74	Wakes from sleep during night to use toilet or stays dry all night				
75	Male urinates in toilet standing up				
76	Snaps clothing				
77	Blows nose				
78	Avoids common dangers when given verbal warning (broken glass)				
79	Places own dirty clothing in hamper or box				
80	Puts on mittens				

AGE LEVEL 4-5

81	Buttons own clothing				

SELF-HELP

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
82	Cleans up spills, getting own cloth				
83	Avoids known poisons (cleansers)				
84	Puts coat on hanger and replaces hanger on low bar				
85	Initiates and completes dressing and undressing except fasteners				
86	Clears place at table				
87	Hangs up wash cloth and towel				
88	Carries container filled with liquid without spilling				
89	Washes and dries hands and face at appropriate times				
90	Wipes self after toileting				
91	Bathes self				
92	Uses knife for spreading				
93	Buckles belt or shoes				
94	Puts belt through belt loops				
95	Serves self at table				
96	Helps set table				
97	Puts toothpaste on toothbrush				
98	Combs or brushes hair				

SELF-HELP

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
99	Brushes teeth				
100	Uses toilet independently				

AGE LEVEL 5-6

101	Puts zipper foot in catch				
102	Laces shoes				
103	Ties shoes				
104	Does one household task regularly				
105	Obtains clothing from closet or drawer				
106	Passes serving dish at table				
107	Prepares cold cereal				
108	Adjusts water temperature in sink or tub				
109	Prepares bath				
110	Cuts soft foods with knife (banana, baked potato)				
111+	Stops at curb, listens, looks both ways, and crosses street without verbal reminders but with supervision				
112	Male uses urinal				
113	Locates correct toilet in familiar public place (park)				
114	Opens milk carton				

+ May be acquired at later age by totally blind child

SELF-HELP

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
115	Picks up, carries, sets down filled tray				
116	Ties hood strings				
117	Buckles own seat belt in car				
118	Selects appropriate clothing for temperature and occasion				
119	Makes own bed				
120	Dials one telephone number correctly				
121	Folds simple clothing (T-shirts, socks)				
122	Puts folded clothing on shelf or in drawer				
123	Prepares sandwich				
124	Sweeps small room with broom				
125	Prepares sack lunch				
126	Uses salt and pepper shakers				
127+	Walks to school, playground, or store within 2 blocks of home independently				

+ May be acquired at later age by totally blind child

Skills Inventory

SOCIALIZATION

AGE LEVEL 0-1

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
1	Quiets or changes body movement in response to touch, sight or sound of familiar person				
2*	Watches person moving directly in line of vision				
3	Smiles in response to attention by familiar person				
4*	Looks at and "plays" with own hands				
5*	Maintains eye contact for 5 seconds				
6	Shows recognition of voice of family members by vocalizing, ceasing to cry or smiling				
7	Responds to being in family circle by vocalizing, ceasing to cry or smiling				
8	Pats and pulls at adult facial features (hair, nose, cheeks)				
9+	Reaches for familiar person				
10*	Reaches for and pats at mirror image				
11	Plays alone without crying near adult activity 10 minutes				
12	Vocalizes to gain attention				
13	Shows response to own name by turning or reaching to be picked up				
14	Plays unattended for 10 minutes				
15	Plays 2 interactive games (pat-a-cake and peek-a-boo)				
16+	Calls familiar adult to self				
17+	Initiates interaction by offering toy, object or food to adult				

* May not be appropriate for totally blind child

+ May be acquired at later age by totally blind child

SOCIALIZATION

AGE LEVEL 1-2

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
18	Hugs, pats, kisses familiar persons				
19	Squeezes or shakes toy to produce sound in imitation				
20*	Imitates movements of another child at play (pound drum, shake bells, clap hands)				
21	Plays independently beside another child				
22	Accepts parents' absence by continuing activities, may momentarily fuss				
23	Hugs or carries doll or soft toy				
24	Directs vocalizations to people and toys				
25	Attempts simple chore (carry plastic dish, put toy in toy box)				
26	Repeats actions that produce laughter and attract attention				
27	Participates in finger plays and rhymes with adult (Eensy, weensy spider went up the water spout)				
28	Takes part in simple game with another child with adult assistance (rolling ball, pushing car)				
29	Initiates own play activities				
30	Hands book to adult to read or share				
31	Pulls at another person to show him or her some action or object				
32	Waits up to 5 minutes for needs to be met when placed in high chair or on changing table				
33+	Crawls or walks in search of familiar person				
34	Shares object or food when requested with one other child				

* May not be appropriate for totally blind child

+ May be acquired at later age by totally blind child

SOCIALIZATION

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
35	Greets 3 peers or familiar adults when reminded				

AGE LEVEL 2-3

36	Plays with 2 or 3 peers with adult supervision				
37	Pets and plays with 3 kinds of animals				
38	Joins in when song or rhyme is heard				
39	Shows awareness of routine by preparing for next activity without reminder (moves to table at lunch)				
40	Attempts to help parent with tasks by doing a part of the chore (holding dust pan)				
41	Says "please" when reminded				
42	Greets familiar people without reminder				

AGE LEVEL 3-4

43	Sings and dances to music				
44	Holds another child's hand while walking				
45	Verbalizes feelings of love, anger, sorrow or joy				
46	Repeats simple rhymes, songs and fingerplays with words and actions				
47	Follows rules in group games led by adult				
48	Says "thank you" when reminded				
49	Names classmates (4 or 5 children)				

SOCIALIZATION

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
50	Plays near and talks with other children when involved in own activity				
51	Takes turns with 2-3 children				
52	Asks permission to play with another child's toy				
53	Cooperates with adult request most of the time				
54	Answers telephone; calls for adult or talks to familiar person				
55	Engages in imaginative play with other children				
56	Can be reasoned with verbally without becoming upset				
57	Completes task independently without adult supervision				
58	Begins to prefer children to adults				

AGE LEVEL 4-5

59	Repeats 5 difficult rhymes, songs and finger plays for others				
60	Shares information relating to subject being discussed				
61	Says "please" and "thank you" without reminder				
62	Faces person with whom he or she is speaking				
63	Works alone at activity for 15-20 minutes				
64	Seeks and accepts help when needed (Asks for assistance in tying shoes and lets person tie them)				
65	Engages in socially acceptable behavior in public				

SOCIALIZATION

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
66	Verbally communicates personal state (hungry, thirsty, tired)				
67	Says "excuse me" and "I'm sorry" at appropriate times				
68	Remains silent at appropriate times (while someone else is talking)				
69	Adapts to changes in routine or environment (sleeps in different bed)				
70	Practices good health habits (covers mouth when coughing)				
71	Participates in activities with 2 or 3 children working on simple project				
72	Shows patience in waiting for needs to be met (waits 15 minutes for adult to get toy, lunch or clothing)				
73	Tells roles of family members (brother goes to school, mother is a doctor)				

AGE LEVEL 5-6

74	Holds door open for others				
75	Joins in family conversation with own ideas (Adult: "What shall we give Grandma for her birthday?" Child: "She likes flowers.")				
76	Copies adult activities (Child pretends to cook or mow the lawn)				
77	Cooperates with 5 children in project or game (Hide and go seek)				
78	Plays verbal reasoning game ("I'm thinking of something ____")				
79	Participates in simple board or card game (Candyland, Fish)				
80	Comforts playmates in distress ("It will be okay.")				
81	Chooses own friends ("Judy is my best friend.")				

SOCIALIZATION

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
82	Settles quarrels without adult intervention most of the time				
83	Acts out parts of story, playing part or using puppets				
84	Contributes to peer discussion ("I like dogs better than cats")				
85	Explains rules of game or activity to others				
86	States goals for self and carries out activity ("Today I am going to clean out my toy box.")				
87	Explains relationship of family members ("Uncle Bob is Daddy's brother.")				

FINE MOTOR

AGE LEVEL 0-1

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
1*	Adult provides visual stimulation				
2*	Follows light with eyes, head stationary				
3*	Turns head and follows light with eyes across midline 45°				
4+	Turns head or eyes toward sound of familiar person or object				
5*	Follows bright object with eyes across 180° area				
6	Feels and explores object with mouth				
7+	Reaches for bright or sound producing familiar object (NOTE: This is crucial skill for the totally blind child.)				
8	Holds object using palmar grasp				
9+	Reaches and grasps bright or sound producing familiar object in front of him or her				
10	Releases object				
11	Holds object and examines it tactually or visually				
12	Shakes and squeezes objects				
13	Bangs objects against hard surface				
14	Uses both hands at midline				
15	Transfers object from one hand to the other				
16	Uses pincer grasp to pick up object				
17	Reaches with one hand from crawl position				

+ May be acquired at later age by totally blind child
* May not be appropriate for totally blind child

FINE MOTOR

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
18	Dumps object from container (measuring spoons from plastic bowl)				
19	Puts objects in large container (plastic lids into pan)				
20	Claps hands				

AGE LEVEL 1-2

21	Puts objects into a large container, empties container (clothespins and metal bowl)				
22	Manipulates objects with moving parts (Busy Box)				
23	Pulls out large peg from pegboard or "peg" toy (wooden peg farmer and tractor)				
24	Removes circle without handle from formboard				
25+	Turns pages of book, several at a time				
26	Puts one large peg in pegboard or "peg" toy (Pegboard or "peg" toy has only one hole uncovered)				
27	Removes objects from container one at a time				
28*	Scribbles				
29	Puts 4 rings on peg				
30*	Marks with crayon or pencil				
31	Turns handle (music box, Jack-in-box)				

AGE LEVEL 2-3

32	Puts circle in formboard				

+ May be acquired at later age by totally blind child
* May not be appropriate for totally blind child

FINE MOTOR

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
33	Winds up toy				
34	Pounds pegs with hammer				
35	Makes circular motion (pencil, crayon, fingerpaint)				
36*	Draws a vertical line in imitation of printed or raised line				
37	Strings large beads				
38	Rolls, pats, pounds, pinches clay ball				
39	Puts square, triangle, rectangle in separate formboards				
40	Outlines or traces raised shapes with finger				
41	Turns door knobs				
42	Puts 3 large pegs in pegboard (randomly)				
43	Completes simple 3 piece formboard				
44	Unscrews threaded objects				
45*	Draws a horizontal line in imitation of printed or raised line				
46+	Turns pages one at a time				
47	Puts fitted lids on bowls or pans				
48	Unwraps small object				
49	Tears paper into two strips				

* May not be appropriate for totally blind child
+ May be acquired at later age for totally blind child

FINE MOTOR

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
50	Folds paper in half in imitation				
51	Takes apart and puts together snap-together toy				
52	Screws together threaded object				
53*	Grasps pencil between thumb and forefinger, resting it on third finger				
54*	Draws a circle in imitation of printed or raised line circle				
55	Puts together 3 piece puzzle				

AGE LEVEL 3-4

56	Snips with scissors				
57	Opens and closes doors, cabinets, drawers and windows				
58	Removes and inserts small pegs in pegboard				
59	Pastes				
60*	Draws (+) in imitation of printed or raised line (+)				
61	Makes row of 5 pegs in pegboard in imitation				
62*	Draws a V stroke in imitation of printed or raised line V stroke				
63	Strings small beads				
64	Completes 6 piece puzzle				
55	Traces around inside of templates with finger, pencil or crayon				

* May not be appropriate for totally blind child

FINE MOTOR

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
66	Adds leg and/or arm to incomplete person				
67*	Draws a diagonal line from corner to corner of square				

AGE LEVEL 4-5

68*	Draws a person (head, trunk, 4 limbs)				
69+	Cuts along 8" straight print or raised line				
70	Wraps object in paper or foil				
71*	Draws a square in imitation of printed or raised line square				
72	Tapes (paper scraps, pictures)				
73	Laces sewing cards				
74	Cuts 2 inch curve following print or raised line				
75	Forms with clay or draws shapes from recall (circle, square)				
76	Forms with clay or draws simple recognizable objects (ball, pencil)				
77	Cuts out 2 inch circle along print or raised line				
78o	Inserts paper into brailler				
79	Cuts out and pastes simple shapes				
80	Makes clay shapes (person, animal, table)				

* May not be appropriate for totally blind child
+ May be acquired at later age by totally blind child
o May be appropriate only for the child who will be a braille reader

FINE MOTOR

AGE LEVEL 5-6

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
81	Prints or brailles first name				
82*	Draws triangle in imitation of printed or raised line triangle				
83	Uses pinch clothes pins to hang up items				
84	Prints or brailles lower case letters				
85	Spreads fingers, touching thumb to each finger				
86	Prints or brailles upper case letters				
87*	Colors within lines				
88*	Uses pencil sharpener				
89*	Tears simple shapes from paper				
90*	Folds paper square on diagonal in				
91	Opens and closes large safety pin				
92*	Draws diamond shape in imitation of printed or raised line diamond shape				
93	Hits nail with hammer (1½" nails with broad head, small, "real" hammer and soft wood)				

* May not be appropriate for totally blind child

GROSS MOTOR

AGE LEVEL 0-1

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
1	Moves head to side while lying on back				
2	Thrusts arms about - no direction				
3	Kicks vigorously while on back				
4+	Holds head up while on stomach				
5+	Holds head erect while being carried upright				
6	Controls head and shoulders when sitting propped with pillow				
7+	Holds head and chest erect while on stomach supported on forearms				
8	Turns head freely when body is supported				
9	Rolls from stomach to back				
10	Turns from back to stomach				
11	Pulls to sitting position when grasping adult's fingers				
12	Maintains sitting position with support				
13	Moves forward one body length on stomach				
14	Sits self supported				
15	Stands with minimum support from adult				
16+	Steps sideways holding onto stationary object				
17	Moves to stomach from sitting position				

+ May be acquired at later age by totally blind child

GROSS MOTOR

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
18+	Moves from stomach to sitting position				
19	Assumes crawling stance (moves to hands and knees from sitting position)				
20+	Pulls self to standing				
21+	Crawls				
22+	Stands alone for one minute				
23	Lowers self from standing to sitting				
24+	Walks with minimum aid (holds on to adult's finger)				

AGE LEVEL 1-2

25+	Takes a few steps without support				
26+	Crawls up 4 stairs				
27+	Crawls around or over obstacles				
28+	Moves from sitting to free standing				
29+	Rolls a brightly colored or beeping ball to adult				
30+	Catches a rolled brightly colored or beeping ball				
31	Seats self in small chair				
32+	Walks independently				
33+	Walks around or over obstacles				

+ May be acquired at later age by totally blind child

GROSS MOTOR

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
34+	Walks barefoot on grass and variety of surfaces				
35+	Crawls down 4 stairs, feet first				
36	Climbs into adult chair, turns and sits				
37	Squats and returns to standing				
38	Pushes toys				
39+	Pulls toys while walking				
40	Uses rocking horse or rocking chair				
41	Walks upstairs holding onto adult's hand or using hand rail				
42	Bends at waist to pick up objects without falling				

AGE LEVEL 2-3

43	Explores environment (house and yard)				
44	Locates toilet, sink, own chair				
45	Climbs into high chair				
46+	Jumps in place with both feet				
47	Walks backwards and sideways				
48	Locates 4 common household objects (phonograph, refrigerator)				
49	Walks downstairs holding on to adult's hand or using hand rail				

+ May be acquired at later age by totally blind child

GROSS MOTOR

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
50	Climbs on and moves large wheeled toy				
51	Throws ball to adult 4 feet away (adult gives sound cues such as clapping hands)				
52	Climbs on and off toilet (may use small stool or steps)				
53	Pushes chair or stool to counter and climbs up				
54	Brings or takes object or gets person from another person on direction				
55+	Kicks large, brightly colored or beeping stationary ball				
56	Somersaults forward				

AGE LEVEL 3-4

57	Runs holding adult's hand				
58^{o}	Trails a wall (child walks with side next to wall. Arm next to wall is slightly forward, knuckles or back of hand "trailing" the wall)				
59+	Jumps from height of 8 inches				
60^{o}	Runs trailing a wall or rope (adult verbally assures child that area is clear of obstacles)				
61	Kicks large, brightly colored or beeping ball when rolled to him or her				
62+	Walks on tiptoe				
63	Walks or plays in water waist-high in swimming pool				
64+	Runs 10 steps without trailing wall or rope (Adult assures child that area is clear of obstacles)				
65	Mimes action words				

+ May be acquired at later age by totally blind child

o May be appropriate only for the child who will need orientation and mobility training

Skills Inventory

GROSS MOTOR

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
66	Pedals tricycle 5 feet				
67	Swings on swing when started in motion				
68	Climbs up and slides down 4-6 foot slide				
69	Walks up stairs, alternating feet				
70	Marches (Adult provides clapping or music and verbal assistance)				
71	Climbs on and off jungle gym				
72	Catches thrown brightly colored or beeping ball with two hands				

AGE LEVEL 4-5

73	Stands on one foot without aid, 4 seconds				
74	Runs changing direction (Adult assures child that area is clear of obstacles)				
75	Walks forward and backward 4 feet on balance beam				
76+	Jumps forward 10 times without falling				
77	Uses teeter-totter (see-saw)				
78	Yanks or tugs rope				
79+	Jumps backwards				
80	Walks independently around own yard				
81	Bounces and catches large, brightly colored or beeping ball				

+ May be acquired at later age by totally blind child

GROSS MOTOR

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
82	Gallops				
83	Walks downstairs alternating feet				
84	Pedals tricycle, turning corner				
85	Puts face in water and blows bubbles				
86	Hops on one foot 5 successive times				

AGE LEVEL 5-6

87	Climbs on and off bus				
88	Skips 10 feet				
89	Swings on swing initiating and sustaining motion				
90	Climbs up step ladders or steps 5 feet high to slide				
91	Hangs 6 seconds from horizontal bar bearing own weight on arms				
92	Hits rolled brightly colored or beeping ball with bat or stick				
93	Locates and uses water fountain in familiar place				
94	Roller skates forward 10 feet				
95	Rides tandem bicycle or bicyle with training wheels				
96	Slides on sled				
97	Jumps from height of 12 inches and lands on balls of feet				

GROSS MOTOR

		ASSESSMENT		OBJECTIVES	
		Has Skill ✓	Date	Date Initiated	Date Achieved
98	Stands on one foot without support, eyes closed, 5 seconds				
99	Jumps rope by self (turning own rope)				

COGNITIVE 1

age 0-1

ALERTS TO DAILY TACTUAL STIMULATION (BODY MASSAGED WITH LOTION)

1. Stroke back of baby's hand while nursing. Hand will relax and open in readiness for later use in bottle holding.
2. Bathe baby by soaping in smooth and continuous motions. Touch all parts when using washcloth.
3. Rub body with terry towel following bath. After child is dry, continue to stimulate entire body. Speak to baby as you do this activity.
4. Select several differing textures (burlap, silk, velvet, corduroy) which can be used to rub child's entire body.
5. Provide a crib sheet which is interesting to the touch.
6. Touch child's face with a circular motion to arouse and promote awareness.

COGNITIVE 2

age 0-1

FAMILIAR PERSON HOLDS, ROCKS, CUDDLES AND TALKS TO CHILD 3 OR MORE TIMES EACH DAY

1. Hold child's head close to your shoulder and neck for comfort. Pair with comfort and snuggling sounds. Put your cheek against top of baby's head.
2. Use front sling carrier, carrying child during wakeful times. Allow child to experience motion and comfort simultaneously through this activity.
3. Allow child to rest prone on adult chest while adult rests on back.
4. Place baby facing you at 45° angle in your lap. Coo and smile at baby.
5. Prop child to sit on lap in face-to-face fashion. Rock in comfortable rocking chair. Also seat baby with his or her back against you and rock.
6. Stand and hold child close to body and swing child side to side and up and down.
7. Sing or hum while holding child's extremities (feet, hands, head) close in cuddled fashion.

COGNITIVE 3

age 0-1

ADULT PROVIDES SIMULTANEOUS SIGHT, SOUND, SMELL, TASTE, AND/OR FEEL OF SIMPLE EVENT OR OBJECT (BATH, FOOD COOKING)

1. Prepare for bath time with child in arms or near at hand. Describe water running, pouring, splashing and dripping. Introduce soap by smell and touch, if not by taste (accidental). Let child experience elements on small parts of body (fingers and toes) before all over stimulation. Pleasant or unpleasant at first, the bath promotes total awareness.
2. Prepare food with baby present (front sling or infant seat) giving verbal account to link with sounds, smells, touches and finally, tastes.
3. Make early connections of sounds, smells and touching for various experiences including elimination/diapering process.
4. Use a word or words consistently to describe each set of experiences such as "bath", or "bacon cooking".
5. Gradually add more sets of experiences. Choose those which will be frequently repeated. Child will hopefully develop concept that will lead to receptive language for each set of experiences.

COGNITIVE 4+

age 0-1

REMOVES CLOTH FROM FACE

1. Use your hand to cover baby's face for the beginning of "peek-a-boo". Hold baby to chest and say, "Where's baby?" Then hold away from body, putting your face close to baby's. "There she is!"
2. Place game of "Peek-a-boo". Cover face with cloth, asking "Where is ______(name)?" Remove cloth, saying, "There she is!" Reward by affectionate activities (touching, cuddling, tickling).
3. Co-act removing a cloth from baby's face. Then, guide child's hand toward cloth and help him or her push it off face.
4. Vary textures and weight of cloth. Use small (6" x 6") non-clinging cloth at first so that slightest movement of child's hand will remove cloth.

+ May be acquired at a later age by totally blind child

COGNITIVE 5

age 0-1

TOUCHES NEW OBJECTS RANDOMLY (FEELS FURRY BLANKET)

1. Place child in position (on back) where both hands are free for tactile exploration. Place objects of various weights and textures on chest. Guide child's hand toward them.

2. In seated position (propped), child must have free hands and objects must be accessible.

3. Hold baby close and rub his or her hands over various textured clothing you wear (leather or fur coat, velvet or silk vest).

4. Use objects which have harsh feel to increase the attention of the child.

5. Guide the child's hand if spontaneous action does not occur. Shake, turn and wave object, or place object in contact with another body area. Reward child with close contact if he or she touches new objects.

6. Encourage "mouthing" as another way "knowing". Edibles will soon be differentiated from non-edibles.

7. Use a cardboard box with toys hanging down over the baby. Help baby use feet as well as hands to touch with.

COGNITIVE 6+

age 0-1

SEARCHES VISUALLY OR TACTUALLY FOR OBJECT THAT HAS BEEN REMOVED FROM VISION OR TOUCH

1. Select an object to remove that child is familiar with and likes such as favorite teething ring, pacifier, or even bottle.

2. Co-act "raking" motion used to search for lost objects. The first few times help child find it in a few seconds.

3. Cover an object which is currently being used in play by visually impaired child. Ask, "Where is it?" Help child hunt for object. Display and cover again. (A suction toy on a tray works well).

4. Provide clues which will aid child in searching for a particular object (partial visibility of covered object or sounds emitted by object - as a squeeze toy).

+ May be acquired at a later age by totally blind child

COGNITIVE 7+

age 0-1

PICKS UP BRIGHTLY COLORED OR SOUND PRODUCING TOY WHICH CHILD HAS DROPPED WITHIN ARMS REACH

1. Use object or toy which is familiar to child. Try to use one that child is fond of so that child will want to get the toy back when it has been dropped.

2. Select hard floor or surface rather than carpet so that dropped object will make a sound when it hits. Make the distance dropped only a few inches at first.

3. Place object in child's hand and assist child to release it. Say, "Oops, let's find it." Assist the child in finding it. Start search close to child's body and gradually extend arm away from body. Keep your hand on your child's as you search together.

4. Decrease amount of assistance and increase distance to length of child's arm as child shows success with this skill. Use lots of verbal praise when object is "found". Say, "Yea! We found it!"

5. When child is able to pick up a dropped object within his or her arms reach on a solid surface, try helping child drop and pick up object on carpet.

6. In bathtub, encourage child to drop toy (one that will float) and then find it.

+ May be acquired at a later age by totally blind child

COGNITIVE 8+

age 0-1

FINDS HIDDEN OBJECT UNDER CONTAINER PLACED WITHIN REACH (MUSICAL TOY UNDER BOX)

1. Get child's attention and tell him or her to watch and listen. Place a treat under small piece of cloth or paper or see-through glass that can be easily lifted. Ask child to find treat. Initially place object only partially under container or cloth so that child realizes it hasn't disappeared.

2. Place candy or cereal under the container while child is watching and help child find it by lifting the container with him or her.

3. Say, "Where did it go?" "Where is it?" Use blocks placed under a cup and reward by smiling, hugging, and saying "good" when he or she lifts cup to find the block.

4. Use child's favorite toys so he or she is motivated to find them. Place one under a container. Then lift container again to show where it is. Put container down and encourage child to lift it to get the toy.

5. Use familiar, small musical toy for blind child. Put it under a plastic bowl that can be easily removed. Tell child what you are doing. Co-act "finding" the musical toy repeatedly. Each time you co-act lifting the plastic bowl, express surprise and pleasure. Reduce assistance as he or she lifts plastic bowl independently.

+ May be acquired at a later age by totally blind child

COGNITIVE 9+

age 0-1

PUTS DOWN ONE OBJECT DELIBERATELY TO REACH FOR ANOTHER

1. Give child two blocks, one in each hand. Offer a cookie or similar treat so child must drop one block to grasp the treat.

2. Place finger food (dry cereal) and small blocks on tray. Give sample of food to child. Then place child's hands on blocks. If child pushes blocks away, say, "Oh, so you want cereal, not blocks! O.K!"

3. After child will drop an object for another, co-act putting the object down on a tray or table.

+ May be acquired at a later age by totally blind child

COGNITIVE 10

age 0-1

ADULT PROVIDES SIMULTANEOUS SIGHT, SOUND, SMELL, TASTE AND/OR FEEL OF COMPLEX EVENTS AND AND OBJECTS (SHOPPING, PICNICKING)

1. Mention "shopping" to the child prior to going to the store. During the walk or drive to the store, mention "shopping" again. In the store say "We are shopping for eggs and bread." Explain simply what you do in the store. After you leave the store, say "We have finished our shopping, now we will take the eggs and bread home." Repeat this process often using the same words to explain the event of "shopping".

2. Verbalize your activities as you plan for a picnic. Explain the sounds and smells of your activities. During your journey, say again, "We are going on a picnic." During your picnic, discuss the signs, sounds, smells, tastes, and touch of the events involved in "picnicking".

3. Choose other activities that involve complex and multi-sensory experience and that happen regularly. Choose a few key words to describe the experience each time it occurs.

4. Do not expect child's behavior (such as expressive language) to reflect impact of these experiences until later. These procedures should be started, however, before the first birthday and continued until school age or whenever child's behavior indicates an understanding of "complex events and objects".

COGNITIVE 11

age 1-2

EXAMINES VARIETY OF LIQUID AND SEMI-SOLID SUBSTANCES (FOODS) WITH HANDS

1. Introduce tepid water and other liquid-like substances to child. Cover child with plastic smock and seat near a pan of water. Each day, change substances (add soap, sand, beans, marbles). Gradually reduce the amount of water. If pleasure exists from the start, new "feels" will be more readily accepted.
2. Arrange finger painting activities with pudding or "finger jello" (make with 3 packages of unflavored gelatin).
3. Help child use both hands in kneading bread or cookie dough. Express your own pleasure in this activity.
4. Model the construction of sand castles. Demonstrate and guide to show how two hands can do a better job.
5. Help child examine outdoor substances with his or her hands (mud, flowers, pitch).
6. Blind child may resist these activities more than other children. Continue to co-act examining substances as he or she will need to feel substances in order to "know" them.

COGNITIVE 12

age 1-2

PLAYS WITH SIMPLE TOYS APPROPRIATELY

1. Introduce child to small wheeled toy. Model action of toy by guiding child's hand in pushing activity. Combine play with appropriate key words, such as "push", "go", "stop".
2. Select toys with a cause-effect relationship. Child must act to get a result (jack-in-the-box, talking doll, music box).
3. Express pleasure when child is playing with toy appropriately.
4. Blind child may mouth or "flip" the toy in front of eyes. When the toy is new, this will help him or her learn more about it. Don't let inappropriate activity with toys continue, however. Substitute another activity.

COGNITIVE 13+

age 1-2

OPENS CONTAINER TO FIND SOUND-MAKER (TICKING CLOCK IN BOX)

1. Introduce sound-maker to child before you expect him or her to look for it inside a box. Be sure blind child handles the sound-maker and seems to like it. Don't expect child to look for sound-maker that he or she fears or dislikes.

2. Use box that has a simple hinged lid and handle (lunch box or sewing box). Practice opening box together before you put sound-maker in it.

3. Co-act opening box to find such objects as a kitchen timer or alarm clock. Provide reward and praise when child opens box. Decrease your assistance.

4. Expand game to include other closed containers (paper sack, draw-string bag).

+ May be acquired at a later age by totally blind child

COGNIVITE 14+

age 1-2

DISCOVERS OBJECTS UNDER COVER IN VARIETY OF LOCATIONS (PANS IN CUPBOARD, CAKE IN CAKEPAN)

1. Child may not crawl or walk when this is initiated. Carry child to locations and seat him or her near objects to be "discovered".

2. Explain and demonstrate to child that most items come from or are stored in a particular place. Design finding games. Finding items from the refrigerator or cupboard, clothing from drawers, and other items that have a particular location. Help child retrieve selected articles.

3. After child knows usual location of several common objects (pans in cupboard or broom in closet), help him or her "discover" new items such as the cake in the cakepan.

4. Express your own delight and surprise when you open a gift or box. Say, "Look what I found in this box!"

5. Go "hunting" with your child in your own house or yard. Find some things that are new to him or her (maybe you'll find some things new to you). Always express your own pleasure in finding things.

6. Often express your own inquisitiveness. Say, "I wonder what is on the other side of our fence."

+ May be acquired at a later age by totally blind child

COGNITIVE 15+

age 1-2

STACKS 3 BLOCKS

1. Prior to stacking blocks, co-act stacking pillows or large (8" x 12") blocks. Describe what you do as you co-act stacking of pillows or large blocks.

2. Use textured blocks the size of the child's hand. Make sure they cling together rather than slide off easily.

3. Sit behind child on flat surface. Give verbal directions and stacking assistance by placing your hands on the child's. Use terms "on", "put", and "top".

4. Encourage child to use both hands. One hand should be used to stabilize the tower, the other hand be used to retrieve and place additional blocks onto the stack.

5. Talk about why blocks fall off, if they aren't placed one on top of the other. Help child lightly touch sides of stack to see if blocks are aligned.

6. Help child to knock down tower of blocks when task is completed. Ask him or her to build another one. Provide assistance if needed.

7. This is a very difficult task for a blind child. Postpone teaching it if child shows little progress. It is also not rewarding to the blind child since a tower of blocks is of visual rather than tactual interest.

+ May be acquired at a later age by totally blind child

COGNIVITE 16

age 1-2

SELECTS, FROM GROUP OF 3, OBJECT IDENTICAL TO GIVEN OBJECT (SIMPLE MATCHING)

1. Use 3 pairs of objects with which child is familiar. Make sure each pair to be matched is identical in every respect (color, texture, weight, size).

2. Help child sort 4 of the objects (2 pairs) into two piles. Replace one pair and sort again.

3. Give child one object. Put matching object and one other object on floor in front of him or her.

4. Say, "Find one like this one," and touch the object in the child's hands. Help child release object and co-act reaching out and examining both objects placed in front of him or her. Pick up the matching object and say, "This one!" "Look, they are the same!" Help child examine the two objects that are the same.

5. Use consistent language. Use "same as" or "like this one" but not both terms.

6. Give child favorite food treat (M&M, cheerio, marshmallow). Allow child to eat the selected treat if he or she can pick one just like it from group of 3.

COGNITIVE 17

age 1-2

NAMES 4 COMMON ITEMS WHEN THEY ARE PRESENTED

1. Present child with common item (shoe or spoon) and ask, "What is this?" Encourage child to hold and examine it. Say the answer and ask child to say it.
2. Select four tactually different objects and identify them as they are explored by child. Place items on a tray. Have child pick up one; ask, "What did you find?" Model responses for child.
3. Identify pieces of furniture which are found in a common pathway. Name them several times in the order that they come in travel. Follow the same trail, but ask, "What is this?"
4. Associate the taste, smell, feel and name four foods by giving them to child. Give child the food with an explanation and ask, "What is that?"

COGNITIVE 18*

age 1-2

TOUCHES 5 LARGE, CLEAR PICTURES IN A BOOK WHEN NAMED

1. Begin with pictures of familiar objects. Use simple books where there is only one picture on a page. Then, use pages with two pictures, asking child to touch the one named. Praise success.
2. Use toy catalog or old magazines and make a scrapbook of familiar objects.
3. Read nursery rhymes which have familiar characters. Have child touch character as you read. Say, "Touch the bear." If correct, praise. If not, say, "No, this is the bear," and place child's finger on picture of bear.
4. Take photographs of real objects in child's environment. Ask child to "touch our piano in the picture."
5. Use feely books containing textures, buttons, snaps or objects.
6. You and child collect 5 objects on a walk: stone, stick, leaf, flower, bottle cap. Make his or her own scrapbook. Ask child to touch each item.

* May not be appropriate for totally blind child

COGNITIVE 19

age 1-2

MOVES SELF OR OBJECT UP OR DOWN ON REQUEST ("PUT YOUR HAND DOWN" OR "HOLD THE SPOON UP HIGH")

1. Demonstrate "up" and "down" by standing up and sitting down with child in your arms. Use the words "up" or "down" and use them when the child is in that position. For example, "Eric is up---now Eric is down".
2. Use "up" and "down" in songs and games when all or part of the body must move in these directions.
3. Co-act putting "arms up"; "arms down". Reduce assistance.
4. Encourage child to place items "up" on the table or shelf or to get them "down".

COGNITIVE 20

age 1-2

NAMES HOT AND COLD ITEMS (CHILD TOUCHES ICE AND SAYS "COLD")

1. While making toast, say, "The toaster is hot!" Touch it and exclaim that toaster is hot. Take child's finger and quickly touch toaster together. Say, "Toaster is H.." Encourage child to finish word.
2. Repeat above only substitute ice cube. Say, "Ice cube is cold." When you touch the ice cube with the child, say, "C...."
3. Explain the contrast of hot and cold by demonstrating through the use of water (dishwashing, drinking) foods (oven meals, ice cream) and weather conditions. Encourage child to repeat proper word for specific items or conditions. Praise spontaneous responses by child.

COGNITIVE 21*

age 1-2

MATCHES 5 OBJECTS WITH 5 LARGE CLEAR PICTURES OF SAME OBJECTS

1. Use real objects with which child is familiar such as a spoon, banana, and shoe. Use large, clear pictures that have no distractions in the background. Have child put the real spoon on top of the picture of the spoon. Add other items one at a time as each item is successfully matched.
2. Cut and mount toy pictures from catalog that look similar to child's own toys. Give child a doll, ask child to find the picture of the doll. Repeat for other familiar objects.
3. Hold up picture of object and say, "Here's a picture of _____; you find the real _____."
4. Cut out pictures of food or food cans and boxes from magazines. Let child try to match them to the actual product in your refrigerator or on the shelves.

* May not be appropriate for totally blind child

COGNITIVE 22+

age 1-2

PULLS TOY TO SELF WITH STRING OR STRAP

1. Begin with short string or strap (1 foot) and progress to longer string or strap (3 feet).
2. Demonstrate to child that an object with a string can be obtained by pulling. The object should make noise or there will be little motivation to pull it forward.
3. Co-act pulling the toy to the child. Express lots of surprise and pleasure when toy reaches child's hands.
4. Attach noise-making objects to a rope, leaving end near child. Shake rope so end jiggles and noise is produced. Prompt the child to pull it to get noisemaker.

+ May be acquired at later age by totally blind child

COGNITIVE 23*

age 1-2

NAMES LARGE, CLEAR PICTURES OF 4 ITEMS

1. Use large colored pictures that represent objects that are already familiar to the child. Avoid pictures with distractions in the background.
2. Begin with one picture and do not introduce others until the first has been correctly named. Name the picture for the child.
3. Ask, "What is this?" If no response, give initial sound. For example, if it is a ball, say, "buh......." If child doesn't answer, say, "This is a ball." "Say ball."
4. Whenever child does name a picture correctly, praise enthusiastically and continue to name that one when new one is introduced.

* May not be appropriate for totally blind child

COGNITIVE 24[+]

age 2-3

CRAWLS OR WALKS TO FIND LOST, FAMILIAR OBJECT (TOY CHILD PLAYED WITH EARLIER)

1. Sit on floor facing child. (Bottoms of your feet should touch bottoms of child's feet) Roll a bell ball to child and ask for it to be returned. When it returns, say "I've got it." Roll ball part way to child, saying "you get it." (Area will be small enough for search).
2. Sit with child and roll ball away. "Where is it?" or "Let's find it" and begin to search. Make distances farther each time. If child has trouble, use toy which emits continuous sounds. If child lacks motivation to search, say "I'm going to get it" - making a game of it.
3. Place an object or toy in a familiar place and ask child to find it. ("Your teddy bear is on the rocking chair. Please get it for me").
4. Toys should be kept in a regular location where child may be able to get them independently. Provide verbal directions. ("Your blocks are in the toy box by your bed".)
5. When child cannot find familiar toy, help him or her to search in a systematic way. For example, walk back and forth across a room moving gradually to far wall.

[+] May be acquired at later age by totally blind child

COGNITIVE 25+

age 2-3

USES DEVICE TO BRING OBJECT TO SELF (COOKIE ON PLASTIC WRAP)

1. Place object on blanket, object out of reach. Demonstrate pulling blanket to obtain object. Repeat. Ask child to try.

2. Show child how to get up to something higher by using chair or stool (to get a cookie from the table).

3. Set up situation requiring child to reason in order to obtain object. Offer 2 possible solutions - one ridiculous, one logical. For example, to get cookie on far side of plastic wrap on cabinet, say, "Shall we yell at cookie to come or pull on plastic wrap to get cookie?"

4. Put sounding object on blanket for blind child to learn to pull to self.

5. Review suggestions on Cognitive #22+

+May be acquired at later age by totally blind child

COGNITIVE 26

age 2-3

GIVES ONE OBJECT WHEN 2-3 OBJECTS ARE PRESENT (UNDERSTANDS "ONE")

1. Place several identical objects near child. Count them together. Ask child to pick up or give one. Co-act picking up one if he or she has difficulty.

2. Ask child to assist in table setting by placing one spoon by each plate. Provide many spoons. Model behavior for child. When skill is mastered, change wording to "put a spoon" or "put the spoon".

3. Provide a small group situation. Give child several cookies (one for each group member). Tell child to give one cookie to each member, including self.

COGNITIVE 27

age 2-3

MATCHES OBJECTS OF SAME SIZE WHEN 2 SIZES ARE PRESENTED (8 OZ. AND 4 OZ. PLASTIC GLASSES)

1. Use objects that are exactly alike except for size. Geometric shapes may by used (circles, squares, or triangles). Use only one kind of shape at a time. Use a tray with raised sides to give child a restricted area in which to work.

2. Put one big circle on child's left; put one big and one little circle on child's right. Put your hand near the single big circle and say "find one like this". Help child examine the single big circle near your hand.

3. Assist the child to "look at" both the big and little circle on his or her right. Help the child select the circle that is the same as the big circle on the child's left.

4. It may help to have the single object which is to be matched, in a separate compartment in the tray. Use only one distractor until the child has mastered matching by size. Make sure that the differences in size are significant. Don't use objects that are nearly the same size.

5. Use tablespoons and demitasse spoons and assist the child to put big ones in one compartment and small ones in another compartment. Repeat to the child that the little spoons are the same size and the big spoons are the same size.

COGNITIVE 28*

age 2-3

MATCHES 3 COLORS

1. Begin with two colors (yellow and red). Cut out six red and six yellow circles. Place five yellow circles in a pile, one at a time. Repeat with five red circles. Give child remaining single yellow and red circles. Guide child's hand in correctly placing the circles if necessary.

2. Increase the number of circles to be placed by the child. Reward correct matchings with praise.

3. Use a peg board and colored pegs. Hold up one peg, asking child to find a match from a pile of pegs. Instruct child to place similar colored pegs in a row. Use a variety of colors for this exercise.

4. Place large colored circles on floor. Give child a colored circle, asking "stand in the circle that is the same."

5. Place 3 different colored pieces of paper in front of child. Ask child to match objects of the same three colors which are drawn one at a time from a bag.

6. Cut out circles of 3 colors that you want the child to match. Allow child to carry them around to find things which match in color. Encourage child to leave colored circles on objects of same color. Reward with praise.

*May not be appropriate for totally blind child

COGNITIVE 29

age 2-3

TELLS OWN SEX WHEN ASKED

1. Refer often to your child as a boy or girl. Say, "You are a big boy" or "You are a big girl."
2. When your child is with a group of children, have the children each identify themselves as a boy or a girl. Play games in which the children need to know their sex ("Did you ever see a Lassie?")
3. Ask your child if he or she is a boy or girl. Correct them if wrong and show your pleasure if they are right. Say, "You are a g....." or "You are a b....." Saying the initial sound gives your child a clue.
4. When learning body parts, include genital parts. Choose a consistent name and help your child learn these as he or she would other parts of the body.
5. Occasionally arrange to have in your home a baby of the sex opposite from that of your child. Have your child help bathe the baby and learn parts of the baby's body that are different from your child's. Later use anatomically correct dolls for the same purpose.

COGNITIVE 30

age 2-3

TOUCHES BIG AND LITTLE OBJECTS ON REQUEST

1. Collect big and little sizes of similar objects (pencils, envelopes, stones, shoes, dishes). Ask child to give you the big__________. Offer assistance as needed.
2. Place big and little pencil in front of child. Ask child to mark on paper with the (big or little) pencil. Praise success. Repeat activities similar to this with other objects.
3. Ask child to find big and little objects in the room.
4. Play motor activity games that require big steps, little jumps, sitting in big chairs, sitting in small chairs, and other big-little related tasks.
5. Demonstrate big and little in relative body size of adult to child. Show in height, weight, hand and feet sizes, among others.

COGNITIVE 31+

age 2-3

BUILDS TOWER OF 5-6 BLOCKS

1. Review Cognitive #15+. Add block to make tower of 4. Begin with blocks that will stick together.
2. Model tower building for child. Demonstrate straight by having child stand, back to wall in straight fashion. Demonstrate tall in similar fashion.
3. Request child to stack blocks in a tall, straight tower using a guide stick (ruler).
4. Put a sticker or marking object on a point 6" up a wall. Ask child to build a tower of blocks to this point.
5. Allow child to knock tower down as a reward.
6. Encourage child to stack other objects in tower fashion (sponges, books, plastic containers, cans).

+May be acquired at later age by totally blind child

COGNITIVE 32

age 2-3

NAMES OBJECTS AS BIG OR LITTLE

1. Review Cognitive #30. Name big and little objects for child. Choose objects that are very big and very little to emphasize contrast. Ask child to repeat after you as you name object big or little.
2. Play games naming big and little items in room. Ask, "What size is this?" If child can't answer, ask, "Is it big or little?" Give beginning consonant if child needs further help. "It's b....."
3. Provide explanations as to size compatability. ("I know this chair is big because I am big and I fit in it" or "I'll try to fit in the little chair. Oh, I don't fit. The chair must be too little.)
4. Use Goldilocks concept of sizes - "too big, too little" - Initially, avoid using "middle sized".
5. Ask child to sort objects into stacks or groups of big or little.

COGNITIVE 33

age 2-3

TURNS PAGES IN BOOK TO FIND NAMED PICTURE OR REAL OBJECT

1. Select a familiar book that contains pictures or objects with which the child is already familiar.
2. If child has a favorite picture or object, ask him or her to find it. Help child turn pages.
3. Prepare the book so that child is only one page away from the favorite picture or object. Say, "Find the fuzzy page" or "Find the rabbit". Help the child by turning the page just a little.
4. Exclaim when the child finds the named picture of object. "Wow, you found the fuzzy page. Let's do it again!"
5. Help child learn to point to the named picture or object. Blind child can touch the named object with pointer finger.

COGNITIVE 34

age 2-3

PUTS TOGETHER TWO PARTS OF A SHAPE TO MAKE A WHOLE

1. Cut an apple into halves. Ask child to put halves together. Show him or her how to feel indentations where stem and blossom were. Show how apple halves don't match when one piece is upside down.
2. Use a wooden shape which has been cut into halves. Encourage child to put halves together to make whole shape. Circle is easiest so begin with it.
3. Cut assorted foods into halves (cookie, orange, pear). Encourage child to assemble the matching halves to form the whole.

COGNITIVE 35

age 2-3

NAMES 4 CHILDREN AS BOY OR GIRL ____

1. Choose four children that your child will see frequently. Refer to them as "the boy next door" or "your girlfriend, Suzie."
2. Ask child to say "boy" or "girl" as you slowly name four children.
3. Tell a story about a boy and a girl that your child knows. Use both their first names and "boy" and "girl" in the story. When child becomes familiar with story, leave out terms "boy" and "girl" and ask child to provide correct term.
4. Read a story to child. Mention children in story by using "boy" or "girl". Then point to one of the pictures of a child and ask child if it is a girl or boy.

COGNITIVE 36

age 2-3

PUTS TOGETHER 4 PART NESTING TOY

1. Select nesting toys such as barrels, boxes, or eggs that come in a series of sizes and all fit into one another.
2. Use two parts at first and add more as child shows understanding of skill.
3. Choose two identical nesting toys and model behavior with one set. Have child imitate with the other set.
4. Co-act the skill after helping child examine the pieces to be nested. Reduce assistance as child shows that he or she can perform part of the skill.
5. Provide verbal instructions as toy is put together ("Pick up the little one and put it into the big one").
6. If using a five part nesting toy, provide the two biggest pieces. Ask child to choose third, fourth, and fifth by size so that they fit properly together.
7. Blind children often prefer nesting toys that snap or click when they are put together.

COGNITIVE 37

age 2-3

PLACES OBJECTS IN, ON AND UNDER ON REQUEST

1. Select one of the three (in, on, under) and teach separately. Add a second and then a third as each is learned.
2. Demonstrate to child how to be in, on or under a large cardboard box.
3. Name various positions as child is placed in, on or under such objects as bed, table, chair, closet, large box, or others.
4. Use a small block and an empty glass. Model for child and ask him or her to place the block in, on or under the glass.
5. Co-act putting objects in, on or under. Help child put object in something; then ask him or her to do it independently.
6. Encourage child to use favorite toys in placement or location games. Provide modeling and praise child's successful efforts.

COGNITIVE 38

age 2-3

NAMES OBJECTS AS WET OR DRY

1. Before child washes face, talk about the dry cloth and how it cannot wash because it is not wet. Wet cloth and wash face, pointing out that water made the cloth "wet".
2. Point out wet dishes, clothes, shoes, swimsuits.
3. Talk about what must be done to make things dry (hang in sun, rub with dry towel, put in dryer)
4. Give child wet cloth. Ask, "Is this wet or dry?" If child doesn't respond, say "It is w....". Repeat with dry cloth.
5. After shampoo, ask child, "Is your hair dry?" Praise child if he or she says, "No, it's wet."

COGNITIVE 39

age 2-3

MAKES A CHOICE WHEN ASKED

1. Ask child to make a choice between two drinks, food or toys. Allow time for child to choose. If no choice is made, retain items until later.
2. Use items for choice that are familiar to child. Name new items involved in choosing activity. Emphasize that child may select only one item.
3. Provide child with choice of clothing to wear, books to be read, or toys for play.
4. When child makes a choice, compliment him or her for the ability to choose. "You're a big girl (or boy) to make a choice."

COGNITIVE 40

age 2-3

NAMES 3 SIMPLE HOUSEHOLD SMELLS (BACON FRYING, HAND LOTION)

1. Choose three smells that will occur frequently in the child's environment. Select one of these such as hand lotion and emphasize this smell until child is able to name it. Add others only after the first has been acquired.
2. Put lotion on your hands and rub the child's hand with yours. Say, "Mmmmm, lotion smells good." Do this several times each day just after hand washing. Make it an especially pleasant experience.
3. Delay putting on lotion occasionally to see if child will request it after you let him or her smell it. Say, "What do you want?" If child tries to say "lotion", reward with praise and put on lotion.
4. Select a food with a distinctive odor that will be cooked frequently. (Also be sure that it is an easy one to say--don't start with cauliflower.) Every time it is cooked, say the name of it. When it has been repeatedly cooked and named by you, ask your child "What's cooking?"
5. After child has acquired the ability to name three simple smells begin to name many smells in the environment. Include toast, spoiled chicken, gasoline, paint, wood burning, shoe polish, floor wax, ammonia, and pet excrement.

COGNITIVE 41

age 2-3

MOVES NAMED BODY PARTS ("SHAKE YOUR HEAD," "RAISE YOUR HANDS")

1. Review Language # 26, 30, 40, 57. Use body parts that are familiar to child for this task.

2. Develop games which require body movement (song - "Everybody clap your hands, clap your hands, clap your hands, everybody clap your hands, just like me") Later add other things hands do (rub, wave, slap, point, reach).

3. Join hands with child and identify action as you pull her ear or pat her tummy. Ask child to do same to you.

4. Sing songs, say rhymes which identify body parts and require copying actions. Guide child by touching when necessary.

COGNITIVE 42

age 2-3

MATCHES SHAPES: CIRCLE, SQUARE AND TRIANGLE

1. Give child many different kinds (big, little, wood, plastic) of a particular shape and name it for the child. Show the child how to feel the edge. Describe the shape as round or having corners and sides as you touch the edges together. Do this many times with each of the three shapes: circle, square and triangle.

2. Begin with putting two shapes on a table or tray in front of the child. Help blind child feel both of them. Ask the child for the shape that is the same as the one you present. Assist if necessary. Increase number of shapes to three.

3. Have child sort circles and squares in separate containers or divided tray. Demonstrate this first. Then sort circles and triangles, then triangles and squares. Then all three. Begin with shapes whose color, size and texture are the same.

4. Increase the number of shapes to be sorted as child masters activity.

5. Use print or raised line drawings of the shape after the child is proficient in matching the shaped objects.

COGNITIVE 43

age 2-3

MATCHES SOUNDS (BEANS, RICE AND SAND IN CONTAINERS)

1. Begin with distinctive sounds (marbles in tin can and rice in box). Introduce new sounds after child knows those presented. As child masters broad distinctions, add sounds that are more similar.

2. Put identical contents into two matching canisters. Put contrasting contents in a third matching canister. Place the three canisters in front of the child. Say, "Listen," and shake each of the three canisters. Say, "Give the two that are the same to me."

3. Tape environmental sounds. Replay and ask child to mimic or cause sound which matches taped sound (door slam, bell ring). Say, "Listen." Help child slam door or ring doorbell. "There! We made the same sound!" Praise child's own efforts to match sounds.

4. See matching suggestions on Cognitive #16 and #42.

COGNITIVE 44

age 2-3

PLACES TOYS OR OTHER OBJECTS WHERE THEY CAN BE FOUND AGAIN

1. Co-act putting child's favorite toy away each night. In the morning, ask child to get toy. (Shorten time span to a few minutes during the day if child has difficulty.) Praise child for putting toy away each night. Gradually add several other items such as pajamas or comb.

2. Help child put dishes, pots or other articles in the proper place. Ask child to get these items when needed.

3. Provide opportunities for child to bring objects to various specific places (laundry to washer, shoes to closet, toys to toy box). Ask child to bring various objects to and from these locations.

4. Play "I can't find it" game. Provide clues to child as to location of item. Give directions, when needed. Reward success in finding things.

5. Give blind child tactual reminders of proper place for things. For example, put fuzzy sticker under hook where pajamas are to be hung or put favorite toy on left end of self with sandpaper label under proper spot.

6. This skill is of particular importance to blind children and should be generalized to all objects he or she is expected to use.

COGNITIVE 45

age 2-3

STACKS 5 RINGS ON A PEG IN SIZE ORDER

1. Use wooden ring stacking toy. Select one with a stable base rather than a rocking base. Straight wooden peg rather than plastic one with graduated sides is preferred. Assist child in exploring toy.

2. Put left hand on top of peg and right hand on ring, locating ring's hole with index finger. Bring peg and ring together so that ring slides down peg.

3. After child can sort rings by size, ask child to place rings on peg beginning with largest and continuing to smallest.

4. If child has difficulty, use two rings - the largest and the smallest, then add the middle-sized ring. Add the second and fourth ring only after child can stack 1, 3, and 5 easily in size order.

COGNITIVE 46

age 3-4

MATCHES TEXTURES (WOOD, METAL, PLASTIC)

1. Secure pairs of wood, metal and plastic squares. Be sure that the two to be matched are identical in size and shape.

2. Talk about how the textures feel (rough, smooth, metallic). Help child tap the squares to hear the different sounds the 3 substances make.

3. Take matching pair of textures and place in separate bags. Put a "distractor" texture in one bag with the texture to be matched. Ask child to select the texture from that bag that matches single texture in the first bag.

4. Start with two textures at first and add third as child gains skill.

5. Mount a variety of textures on a board. Give child identical samples of pieces on board and ask child to match them, one at a time.

COGNITIVE 47

age 3-4

NAMES TOP, BOTTOM, FRONT, BACK AND SIDES OF OBJECTS

1. Start with objects that have clearly identifiable top-bottom and front-back (toy cars, shoes). With your hand over child's touch and name each plane of object.
2. With same object, ask child to touch the planes while you name them.
3. Placing child's hands on or pointing to each plane, ask child to name.
4. Repeat process with large variety of objects from environment (furniture, toys, automobile, stove, refrigerator).

COGNITIVE 48*

age 3-4

NAMES SIMPLE, CLEARLY DEPICTED ACTION PICTURES

1. Select only pictures that are large and clearly depict a certain action. Avoid pictures with distracting background.
2. Point to pictures as you read stories to child and name what the action is.
3. Point out actions of family members and name their action. "Mommy is washing the car. Susie is riding her bike."
4. Show child pictures of a child riding bike or woman washing car. Ask child to describe action in each picture. Give hint such as, "This child is doing what Suzie was doing today."
5. Ask child to tell you what is happening in the pictures to specific animals or persons. Give help as needed.
6. Play a game taking turns describing activities and objects in a picture. Encourage child to point to or touch the pictures as he or she describes the action that is pictured.

*May not be appropriate for totally blind child

COGNITIVE 49

age 3-4

MATCHES LONG AND SHORT OBJECTS

1. Place a long and a short object on table in front of child. Give child either a long or short object to match with one on the table. Keep color and other characteristics constant at first. The only difference should be size. Long and short pencils or crayons work well. Label the objects long and short as you do this activity.
2. Begin with extremely long and short objects at first and progress in difficulty until objects have slight difference in size.
3. Have child sort a number of objects into long or short. Give child a long and a short box to put objects in.
4. Review activities on Cognitive #16, 27 and 28.

COGNITIVE 50

age 3-4

MATCHES SOLID SHAPE WITH PICTURE OF SHAPE OR EMBOSSED SHAPE (CIRCLE, SQUARE AND TRIANGLE)

1. Use solid circles, squares, and triangles. American Printing House for the Blind has several sets of shapes. Use pictures of the shapes or embossed shapes that are the same size. Use black or gray pictures so child isn't matching by color.
2. Ask child to match the shapes to corresponding picture or embossed shape. Co-act if needed.
3. Name the shapes when the child handles them in preparation for naming shapes.
4. Vary sizes of shapes but use consistent shape (same shaped triangle).
5. Review Cognitive #42.

COGNITIVE 51

age 3-4

NAMES OWN CREATION (DRAWING OR ART WORK)

1. Ask child to watch as you use playdough or clay to form an object. Tell what it represents or what you have named it.
2. Ask child to make something from playdough or clay and give it a name.
3. If child can't think of a name, say, "Maybe you could call it 'Flower Pot'. What do you think?"
4. Show enthusiasm when child does name his or her own creation. Say, "That's a great name! Let's show it to___________."
5. Draw picture of item and name it. "I made a dog. His name is Ralph." Ask child to do the same.

COGNITIVE 52

age 3-4

EXPLORES NEW OBJECTS AND TOYS WITH BOTH HANDS (SYSTEMATICALLY)

1. Choose objects that can be thoroughly examined such as a new house plant. At first avoid objects that may be unpleasant (cactus) or too large (trailer house).
2. Co-act as child moves hands around edges, from top to bottom, left to right. Be thorough in explorations.
3. Make sure two hands are used to explore objects so child gets a better overall concept. Name what child is examining. "Cat has two ears and two eyes. Toy car has wheels on the bottom.

COGNITIVE 53*

age 3-4

TOUCHES 3 COLORS ON REQUEST

1. Review Cognitive #28.
2. Find several objects that are clear examples of one color. Name them each. "This is a red apple, a red ribbon, a red candle and a red card."
3. Ask child to touch red. Give assistance by co-acting if needed.
4. Point out many red objects in the environment. Ask child to touch something red.
5. Do the same with 2 more colors. After child is consistent in correctly touching one color, repeat this process with second color, then a third.
6. Place 2 cards of 2 colors (used previously) in front of child. Say, "Touch red." Do the same for the second color. Add third colored card when child can touch first two on request.

*May not be appropriate for totally blind child

COGNITIVE 54

age 3-4

TELLS IF OBJECT IS HEAVY OR LIGHT (FEATHER, STYROFOAM CUP, LARGE ROCK)

1. Co-act holding something heavy (large dictionary) and say to the child "Heavy." Then give him or her a magazine and say "This is light."
2. Find 2 objects that are same size but one is heavy and one is light. Put in bags. Place the two bags on the table and ask child to lift each. Ask, "Which is heavy?" "Which is light?" Gradually reduce the difference in weight between objects. Use praise when child is able to tell you what is heavy and what is light.
3. Find heavy and light objects and name them for child. "Iron is heavy; styrofoam cup is light."
4. In bathtub fill pan with slight amount of water and another one full. Ask child to choose pan that is heavy. Ask child to make a heavy pan of water, then a light pan.

COGNITIVE 55

age 3-4

TOUCHES SHAPES ON REQUEST: CIRCLE, SQUARE AND TRIANGLE

1. Review Cognitive 42 and 50.
2. Place the 3 shapes in front of child. Help blind child examine all 3 shapes. Say "Touch the circle" or "Give the circle to me." Give physical assistance if needed.
3. After child can consistently touch one shape, practice touching a second shape. Say "Touch the square." If child has difficulty, remove the triangle.
4. Use a variety of sizes and colors for each shape as child becomes proficient.
5. Point out the 3 shapes where they occur in the household (plates, window panes). Ask child to touch the square tiles or the circles in the wallpaper.
6. Make cookies using cutters of these three shapes. Tell child he or she can put circle cookies on a plate, square cookies in cookie jar and he or she can eat only triangle cookies.

COGNITIVE 56

age 3-4

MATCHES 1 TO 1 (1 NAPKIN FOR 1 PLATE; 1 CANDY FOR 1 CHILD)

1. Place plates on table - one for each member of the family. Say, "One for Mommy, one for Daddy, one for sister, and one for you."
2. Give child correct number of spoons. Co-act placing one spoon on right side of each plate. Repeat, "One for........"
3. Add other items such as napkins or plastic glasses. Practice daily.
4. Use the same location for these items for blind child.
5. Show child how to hand out wrapped candies to friends - one for each child.
6. Make cupcakes and show child how to put candle on top of each one.

COGNITIVE 57

age 3-4

TOUCHES LONG AND SHORT OBJECTS ON REQUEST

1. Collect sets of objects that are long and short (straws, pencils, rulers. Make sure difference is significant so child can easily see the difference in long and short.
2. Help child examine set of objects. Name them short and long.
3. Put a long and short pencil in front of child. Ask him or her to give you the long one. Praise success. Do same for short.
4. Draw long and short lines on chalkboard or paper. Ask child to point to long one, then the short one. Have totally blind child compare embossed lines, or lines drawn in a sandbox or cornmeal tray.
5. Play a game with a long and short pencil. Hide long and short items behind your back. Ask child to guess which hand holds short item. When child has guessed, show him or her that hand. Say, "Right! Here's the short (or long) one" or "Oh, oh, look it is the long one. Try again."

COGNITIVE 58

age 3-4

CLAPS OR USES RHYTHM STICKS TO BEAT OF MUSIC

1. Choose familiar song to sing and clap. Co-act banging spoons together to same song. Hum same song and clap along. Sing and clap with child at first, and then have child sing and clap alone.
2. Play marching music and march around table in step, clapping along with music. Ask child to march and clap to music alone.
3. Place your hand over child's on top of rhythm sticks. Tap rhythm to simple song.

COGNITIVE 59

age 3-4

PICKS UP REQUESTED FAMILIAR OBJECT FROM 6-8 DISSIMILAR OBJECTS

1. Give 2-3 familiar objects to child (hammer, spoon, toothbrush, pencil). Name each object as you place it in child's hand and ask child to repeat name of object and then put object on table.
2. Ask child to pick up object you name. Give assistance as needed.
3. Add more dissimilar objects as child is successful.

COGNITIVE 60

age 3-4

TELLS WHICH OBJECTS GO TOGETHER (SHOES AND SOCKS)

1. Select pairs of objects with which child is familiar (comb and brush, sock and shoe, pencil and paper).
2. Ask child to look at comb and brush. Explain why they go together. Repeat with other pairs of objects.
3. Name an object and ask child to think of object that might go with it (key and lock, soup and sandwich).
4. Point out other objects that go together during daily experiences.

COGNITIVE 61

age 3-4

TELLS HOW MANY OBJECTS IN A SET (1-3)

1. Place a set of one to three objects in front of child. Help child touch each object as you count together. Put another set of one to three in front of child. Count and touch objects together. Reduce help. Praise success.

2. Count out loud frequently during day as activities are happening. Count dishes as you set the table, count towels as you fold them, count letters that come in the mail. Touch each object as you assist child to count with you.

3. After child can consistently count objects then ask the question "How many are there?"

COGNITIVE 62

age 3-4

ARRANGES OBJECTS INTO 3 CATEGORIES (CLOTHING, TOYS, TOOLS)

1. Collect objects one would find in a kitchen or bedroom and put them in a box. (Bedroom - pillow, alarm clock, pajamas. Kitchen - fork, napkin, pan)

2. Use large clear pictures or models of animals, clothing and furniture. Ask child to arrange them in correct categories.

3. Try to use real items rather than models with blind child. Examples: Tools - hammer, wrench, screwdriver.

4. Show child how objects are usually arranged in categories in grocery stores and department stores. Ask child to name categories of objects while walking down aisles in store.

5. Put three items from three categories (9 objects) into a large cardboard box. Ask child to arrange them into three groups - one each for clothing, toys, and tools.

COGNITIVE 63

age 3-4

MANIPULATES OBJECT TO SEE HOW IT WORKS (NEW MUSICAL TOY)

1. Place mechanical turn key toy in front of child and ask him or her how it works. Ask child to look closely as you manipulate toy. Give the toy to the child. Ask child to make it work. Model again if necessary.

2. Present a friction or pull toy and ask child to make it work. If he or she doesn't handle the toy, pick it up and touch and examine it. Co-act this process with blind child. Say, "Oh, this is what we do," and demonstrate.

3. Present a new mechanical turn key toy, friction or pull toy and encourage child to explore it and discover how to make it work. Model if necessary and praise success.

COGNITIVE 64[+]

age 3-4

BUILDS A BRIDGE WITH 3 BLOCKS OR LEGOS IN IMITATION

1. Take the child to a small bridge over a stream or ditch. Help child examine it. Go under, over, and around it. Explain that the bridge connects two things and we can walk on it without getting wet.

2. Co-act building a little bridge of boards in the sandbox and push toy cars over it.

3. Demonstrate building a bridge with three blocks. Say "We're building a pretend bridge."

4. Co-act building a second bridge of 3 blocks. Place 2 blocks side by side with a small space between them, and a third block on top bridging the space. Leave your "bridge" for child to copy.

5. Hand child one block at a time, showing him or her where to place it if necessary. Withdraw your help as the child improves. Reward success.

6. Take child to more real bridges. Mention the different "road" sound when the car you're riding in crosses a bridge.

[+] May be acquired at later age by totally blind child

COGNITIVE 65

age 3-4

MATCHES SIMPLE SEQUENCE OR PATTERN OF 5 BLOCKS, BEADS, OR PEGS

1. Make a pattern using 5 blocks with two shapes or colors. Describe what you are doing and help child examine your pattern of blocks.

2. Ask child to copy design, giving physical help and simple instructions as needed. Gradually withdraw help as child learns skill. Praise child's efforts.

3. Flat designs are easiest. Child may put his or her blocks directly on top of yours when first learning pattern.

4. Try "every other" design - round, square, round, square. Co-act the task. Exclaim at pretty design child copied.

COGNITIVE 66

age 3-4

NAMES SOURCE OF SMELLS OUTSIDE OF HOME (BAKERY, FISH MARKET)

1. Select two distinct smells outside the home which the child will experience repeatedly.

2. Name areas and smells peculiar to each department of the grocery store (meat, produce), and department store (cosmetics, candles).

3. Ask child to repeat name of each smell after you. ("Meat, apples, perfume, or candles.")

4. After repeated exposure to a smell and child has repeated the word, ask: "What do you smell?"

5. Add particular kinds of stores (fish market or bakery). When child answers "fish" to the question, "What do you smell?", say, "Yes! We smell fish from the fishmarket."

6. When in garage identify objects and activities by smell (gasoline, paint, tires, wood).

COGNITIVE 67

age 3-4

TELLS HOW MANY OBJECTS IN A SET (1-5)

1. Place one to five objects in front of child and touch each object as you count. Have child touch and count each object. After child consistently counts correctly, ask, "How many?"

2. Give child a box of pegs, crayons or beads. Ask him or her to give you "one." Then ask for "two." Continue up to five. Ask child to count aloud as he or she gives you objects.

3. Ask child to help you by giving you two spoons, three pieces of candy, four forks. Remind him or her to count the objects out loud.

4. Find opportunities to practice counting throughout the day (setting the table, counting potatoes for dinner, counting letters in the mail, counting cookies or carrot sticks at snacktime).

5. Ask child to listen as you clap your hands slowly 1-5 times. Ask child how many times you clapped. Ask child to clap and count for you.

COGNITIVE 68

age 3-4

NAMES OBJECTS AS SAME OR DIFFERENT

1. Until skill is learned, use "same" and "different" consistently. Avoid "just alike", "not alike", and "not the same".

2. Put three pairs of identical items in a box, (two pencils, two socks, two combs). Ask child to find two things that are the same in the box. Say, "Yes! Those are the same," or "No, those are different."

3. Help at first by giving clues to the first sound of the word. Say "These are the s-s-s-" Let child finish word.

4. Begin by asking "Are these the same or different?" Later, say, "What do you notice about these two things?" Praise all correct use of "same" and "different."

5. After child can name objects as "same" or "different", use the words in other contexts. "Let's do something different" or "I feel the same way."

COGNITIVE 69

age 3-4

NAMES ACTIONS BY SOUND OF ACTIVITIES (CLOSING DOOR)

1. Name sounds of common activities to child. Begin with two to three sounds. Examples: opening and closing a door, sweeping the floor, buttering toast.

2. Ask child to name the action after he or she has heard it repeatedly. Praise successful sound identification.

3. Add more complex sounds of activities: Daddy making his lunch, Suzie sharpening her pencil, or David on his skateboard.

4. Play a game to see who can identify the most common sounds in a specified period of time.

5. Ask blind child to do the activity he or she has heard and named (when appropriate). Examples: open door, "play" piano, jingle keys.

COGNITIVE 70*

age 3-4

NAMES 3 COLORS ON REQUEST

1. Review Cognitive 28 and 53. Select clear colors to avoid confusion.

2. Begin with one color. Ask, "What color is this?" If child can't answer, tell the color name. "This is red." Ask again, "What color is this?" Give first sound as a hint. "This is r....."

3. Use other objects of the same color (household objects, clothing, toys). When child can consistently identify one color, add a second color using the same procedure.

4. Present three colors for the child to name. Let him or her find other objects and pictures to name by color. Praise correct answers.

5. Play games such as Candyland where child must name color before moving on game board.

6. Play "Fish" with pole and fish of three colors on the floor. Child must name color to keep the fish, otherwise fish must be thrown back.

7. Refer to "green grass" or "blue sky" with blind child who cannot see color.

*May not be appropriate for totally blind child

COGNITIVE 71

age 3-4

GIVES NO OBJECTS WHEN ASKED FOR ZERO ("GIVE ME ZERO SPOONS.")

1. Explain to child that when we count and have none, it is "zero."
2. Give child 5 blocks. Say, "Now you have five blocks." Take one block and say, "Now you have four blocks." Repeat down to last block. "Now you have zero blocks. No blocks at all!"
3. Give child two blocks. Ask child to give you one block. Praise correct response. Repeat several times with one or two blocks. Then say,"Give me zero blocks." If child starts to give you blocks, say, "No, I said zero blocks, so you give me no blocks." If child gives you no blocks, praise him or her. "That's right! Zero blocks means no blocks at all!"
4. Play "Clap the Number Said" or "Jump the Number Said". When you say zero, child should not clap or jump. Praise for understanding "zero".

COGNITIVE 72

age 3-4

NAMES SHAPES: CIRCLE, SQUARE AND TRIANGLE

1. Review Cognitive 42 and 55.
2. Begin with 2 shapes, circle and square. Put them on the table in front of child and frequently change their position as you practice naming them. Present and name each shape to child. Then ask child to name the shapes.
3. When child can name circle and square without error add the triangle.
4. If child has difficulty naming the shapes give the first sound clue to help him or her remember (cir___ tr___ squ___)
5. Play the fishing game. Cut shapes from paper and use a pole with a string and paper clip on the end. Child "fishes" for shapes. If he or she can identify them correctly then they may be kept. Otherwise, throw them back and try again.
6. Fill a large box with different sized, colored, and textured shapes for child to name. Play a game with the shapes by taking turns naming them.
7. Use a tray (APH tray) or box for blind child when working with shapes.

COGNITIVE 73

age 3-4

IMITATES VOICE QUALITY OF SINGLE SOUND (LOUD OR SOFT, HIGH OR LOW, LONG OR SHORT)

1. Choose one voice quality to work on at a time: volume (loud-soft), pitch (high-low), or duration (long-short).

2. Use varying volume when telling stories such as "Three Bears". Use loud voice for Papa Bear and soft voice for Goldilocks. After several repetitions of the story, give sample voice and then say, "What does Papa Bear say?" Repeat with soft Goldilocks voice.

3. Use soft voice (whisper) when someone is sleeping. Ask child to use soft voice. Use loud voice to waken them. Ask child to copy.

4. Mimic tweeting high-pitched bird sound. Then, give low-pitched "Ruff-ruff" sound for big dog. Encourage child to imitate.

5. Call pet with long drawn-out voice. "Blacky e-e-e-!" Also use stacatto voice to mimic drum. Encourage child to do this with you.

6. Some blind children (and adults) use a "broadcasting" voice and need practice speaking in a softer voice (lower volume).

COGNITIVE 74

age 3-4

LOCATES PENNY WHEN GIVEN PENNY, NICKEL AND DIME

1. Give child a penny. Name it. Point out small size and copper color. Give child a nickel; point out larger size, silver. Ask child to give you back the penny and praise correct response. Assist child if task is difficult at first.

2. Follow same procedure with a penny and a dime. Point out the dime's tiny size and rough edge. Compare edges of dime and penny by running thumbnail along edge. Mention dime's rough edge and penny's smooth edge.

3. Give all 3 coins to child and ask for the penny. Assist child by saying, "The penny is smooth on the edge and copper colored."

4. Practice same activity with larger number of pennies, nickels, and dimes. Ask child to sort into a pile of pennies, a pile of nickels, and a pile of dimes.

5. Give child a Piggy Bank. Allow him or her to put in coins that he or she can locate on the first try.

COGNITIVE 75

age 3-4

SORTS 2 KINDS OF TACTUALLY DISSIMILAR OBJECTS (NUTS FROM BOLTS OR DRIED CORN FROM DRIED PEAS)

1. Give child one nut to examine, then one bolt. Encourage him or her to examine them carefully and feel their differences. Help child name them.

2. Put 5 nuts and 5 bolts in a small box. Take them out one at a time and put the nuts in one of child's hands and the bolts in the other. Describe what you are doing. "All of the nuts go here, and all of the bolts go there. I have sorted the nuts and bolts."

3. Ask child to sort objects and put them in your hands the same way. Co-act where needed.

4. Use two boxes or trays to sort objects into. Have child give sorted objects to 2 different people.

5. Use other sets of tactually dissimilar objects to sort: forks and spoons, cups and glasses, plastic plates and plastic saucers.

6. Progress to very fine differences in texture such as dried peas and dried corn. Success in the latter is a clue that blind child has achieved tactual discrimination necessary for braille reading.

COGNITIVE 76*

age 3-4

TOUCHES REQUESTED SINGLE OBJECT IN PICTURE OF SEVERAL OBJECTS

1. Select picture that contains objects the child can name such as foods, toys, or articles of clothing. Avoid pictures with too much detail.

2. Show child a large picture with several objects in it. Name and touch the objects in the picture. Ask child to point to or touch specific object. Say, "Touch the apple."

3. You name an object and see if child can point to it unassisted. Praise success and assist if necessary by pointing and renaming the object until the child can point to the objects you name unassisted.

4. The less vision the child has, the more necessary it becomes to provide large very clear and uncomplicated pictures with only a few objects to touch or name.

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*May not be appropriate for totally blind child

COGNITIVE 77°

age 4-5

MATCHES AND DISCRIMINATES GROSS GRADATIONS OF SANDPAPER

1. Use four squares of sandpaper, two each of fine, and two each of coarse texture.
2. Place one fine and one coarse on table. Keep the remaining two. Help child examine both pieces that are placed in front of him or her.
3. Hold up your matching piece of either the fine or coarse matching sandpaper. Ask child to give you the one that is the same as yours. Co-act examining both pieces the child has.
4. Repeat process using the other piece of sandpaper.
5. If child has difficulty, obtain a coarser sandpaper to emphasize difference from the fine sandpaper.
6. Encourage child to use several fingers rather than only index finger to examine the sandpaper.
7. American Printing House for the Blind has a packaged kit for teaching discrimination of gradations of sandpaper. This skill can be helpful in preparation for braille reading.

°May be appropriate only for the child who will be a braille reader

COGNITIVE 78

age 4-5

PLACES 5 OBJECTS IN SIZE ORDER (RINGS OR CIRCLES)

1. Review Cognitive 45.
2. Use flat cut-out objects first to practice size relationships. Use only two objects at a time, then increase numbers as child becomes proficient. At first make sure there is a big size difference. When child can correctly size flat objects then move to three dimensional objects.
3. Ring and peg toys, nesting boxes, measuring cups are good practice materials.
4. Give child specific working space such as a placemat, tray or desk top. Help child place largest object to his or her left, and smallest object to the right.

COGNITIVE 79

age 4-5

FINDS OWN NAME (PRINTED OR BRAILLED) WHEN PRESENTED WITH DISSIMILAR NAMES

1. Make sure child's name is available in many places (towels, bedroom door, placemats, drinking cup, photograph with name). Use dyno-label for braille and large clear black letters for print.

2. Present two cards, one with child's name and one very dissimilar name in length and shape. Ask child to find his or her own name by touching it and saying it.

3. If child has difficulty, give him or her physical assistance in touching name. Praise any successful efforts.

4. Continue name identification game with more cards - 3, 4, and then 5. Make other names dissimilar in length and letter shape at first. Gradually use names that are more similar to child's own name.

5. Practice the game with 8-10 cards, several of which are the child's name. Ask child to find all the cards with his or her name and put them in a pile.

COGNITIVE 80

age 4-5

TELLS HOW MANY OBJECTS IN A SET (1-10)

1. Review Cognitive 61 and 67.

2. Practice counting to 10 at every opportunity: benches in the park, canned food and fruit in the grocery, utensils and dishes at dinner, towels in the bathroom.

3. When child can count 10 objects successfully, place a set (6-10) of objects in front of him or her and ask "How many?" Remind child to count. When he or she reaches last number, say,"Right, there are 7 (or 6, 8, 9 or 10)."

4. Place 6 to 10 objects on the table and ask child to count them. Say the last number loudly with the child. Then say "We have ____ objects, how many do we have?" After you have modeled in this way ask child to do the same, counting aloud and then saying the total number.

5. Use rhymes and songs with numbers such as "One, Two, Buckle My Shoe."

COGNITIVE 81

age 4-5

DESCRIBES OBJECTS AS HARD OR SOFT, ROUGH OR SMOOTH

1. Teach either "hard-soft" or "rough-smooth" first. Don't introduce second set of concepts until first is learned.

2. Select 3 soft objects such as a pillow, a piece of cotton, and a bag of marshmallows and place them to child's left. Select 3 hard objects such as a stone, wooden chopping block, and a flower pot. Place these on child's right.

3. Discuss soft objects on the left—show child that soft things can be pushed in with your hand. Discuss hard objects. Take child's hand and show how hard objects can't be dented. Tap the hard objects and compare sounds with tapping soft objects.

4. Ask child to give you something hard—then soft. Co-act reaching for correct items. Re-sort and place child's hands on set of soft objects: "These things are all s.....(what?)" Repeat with hard.

5. Point out and examine hard and soft things in child's environment. Praise child whenever he or she correctly calls something hard or soft.

6. Use similar techniques with rough and smooth. Select objects that are very rough (coarse sandpaper) and very smooth (bathroom tile). Progress to smooth chins and rough (bristly) chins.

COGNITIVE 82

age 4-5

MATCHES FABRIC SWATCHES (SILK, CORDUROY, BURLAP)

1. Review matching activities from Cognitive 16, 27, and 28.

2. Use three pairs of material swatches. The pairs should be from the same piece of fabric. Select three sets that are very different such as silk, corduroy, and burlap.

3. Co-act examining the three kinds of fabric swatches. Discuss how they look and feel. Scratch child's finger across fabrics to hear difference in sound. Smell burlap and share with child.

4. Give child one swatch from each of the three pairs. Hold out one of the remaining three for child to examine. Encourage him or her to "look" at it carefully. Ask, "Give me one the same as this." Give assistance as needed. Praise child's attempts.

5. After child masters gross gradations in fabric swatches, try three pairs of swatches that are more similar.

COGNITIVE 83

age 4-5

LOCATES WITH SOUND CUE OBJECTS OR PEOPLE THAT ARE NEAR AND FAR (FIND SOMEONE THAT IS NEAR YOU)

1. Stand 2-3 feet from child and tap table. Say, "My fingers are near you. Touch them."

2. Second adult taps fingers on table top 10-12 feet away from child and says, "My fingers are far away; can you find them?"

3. When child can locate both sound sources and words "near" and "far" have been used repeatedly, begin giving two sound sources simultaneously. Say, "Fingers are tapping near, and fingers are tapping far. Find the fingers near you." Repeat for "far."

4. Use the words "near" and "far" in situations where child can locate sound source. Help child when he or she needs it.

COGNITIVE 84

age 4-5

RECALLS 4 OBJECTS SEEN OR FELT IN A PICTURE, BOOK OR BOX.

1. Look at familiar picture in a book, or have child feel a tactual picture Cover picture and ask child to name the picture he or she looked at.

2. If child doesn't answer, give clues. ("It was something fuzzy.")

3. Look at or touch picture for 30 seconds. Cover the picture and ask child, "Was it a______?" (give wrong answer) Then ask, "What was it?"

4. Repeat, only choose more complex pictures and extend time period. Look at several pictures for a few minutes. Wait 10 minutes and ask child what he or she saw.

COGNITIVE 85

age 4-5

NAMES 6 TEXTURES AND FABRICS (WOOD, METAL, VELVET, SILK)

1. Choose 6 textures and fabrics represented in the child's daily environment. Name them and help child examine them. Note differences. Say, "The couch is velvet." Ask child to name the fabric the couch is made of.

2. Find several leather objects and place in a group. Discuss feel and smell of leather. Say, "These are made of leather." Give child a leather belt and ask, "What is this made of?"

3. Put a selection of 6 different textures on the table and help child touch them and name the textures.

4. Take child to different stores and factories in the community, leather shop, lumber mill, foam rubber shop, fabric shop. Emphasize the touch and smell of objects in each place. Go home and find a sample of those textures.

COGNITIVE 86

age 4-5

SELECTS TOYS APPROPRIATE TO THE SITUATION (KITE FOR OUTDOORS)

1. Find child's puzzle, trike, bubble bath, jumprope, roller skates, and kite. Discuss advantages and disadvantages of each item being used indoors or outside. Ask child which are the best toys to use outside.

2. Ask child what happens to the house when a bike is used inside and what happens to a kite when it is used inside the house. Explain.

3. Ask child to show which toys are best outside and which ones are best inside the house.

4. Adapt for local situation. "Where do we use a sled (or pool toys, play tent, or toy lawn mower)?"

COGNITIVE 87

age 4-5

TELLS WHICH OF 2 OBJECTS IS HEAVIER OR LIGHTER (LESS THAN 1 POUND DIFFERENCE)

1. Review Cognitive 54.

2. Fill two canisters, one with dried beans and one with marshmallows. Ask child to give you the heavier one; then the lighter.

3. Give child two equally sized but different weight objects to hold (rock and cork, light bulb and potato). Ask child to name the lighter and heavier objects.

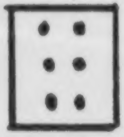
3. Show child how to use a simple balance scale to determine which is heavier and which is lighter.

COGNITIVE 88

age 4-5

COPIES PEG PATTERN ON 6 HOLE PEGBOARD (1-6 PEGS)

1. Review Cognitive 65 and Fine Motor 61.

2. Use two 6 hole pegboards shaped like this:  This is the shape of a braille cell and may serve as an aid when teaching braille. Be sure pegs are snug but not too tight. Keep pegboard at angle pictured in front of child.

3. Begin with simple horizontal or vertical lines, then use L shape in various positions. When child is successful with these then move to more complex peg patterns.

4. Place pegs in a pattern on your board and ask child to copy the pattern on his or her board. Help child tactually examine the pegs on your board. Give verbal help and praise success. Give physical help only as needed.

5. If task is difficult for child, then co-act putting some of the child's pegs in. Let child put in last peg unassisted, then last 2, then last 3.

COGNITIVE 89

age 4-5

NAMES OBJECT OR PICTURE THAT DOES NOT BELONG IN PARTICULAR CLASS

1. Use sets of 4 pictures or real objects. Have 3 in each set that belong together and one that doesn't fit (3 kitchen utensils and a ball; pictures of 3 animals and a stove).

2. Ask child to touch the one that does not belong. Co-act and model if necessary. Praise success.

3. Explain why the object doesn't fit. "These things we eat with; this one we play with."

4. Ask child to touch all objects we write with or eat with. Then ask him to name the one that doesn't fit. Gradually change the directions to "touch the one that doesn't belong."

COGNITIVE 90

age 4-5

TOUCHES OBJECTS IN LEFT TO RIGHT AND TOP TO BOTTOM PROGRESSION

1. Use pegs and pegboard, checkerboard, or Lite-Brite Set. Make a row from top left to top right. Make a row from top left to bottom left.

2. Give child pegboard and ask him or her to touch pegs left to right. Co-act touching pegs left to right. Repeat with top to bottom row. Then say, "Touch all the pegs left to right." "Now, touch all the pegs, top to bottom." Give help as needed and praise child's efforts.

3. Practice same activity with Lite-Brite Set or colorform board always placing objects left to right and top to bottom.

4. Use large squared graph paper, and ask child to paste a sticker or star in the squares going from left to right and top to bottom. Child can also color pictures in each square.

COGNITIVE 91

age 4-5

TELLS WHAT IS MISSING WHEN ONE OBJECT IS REMOVED FROM A GROUP OF 5 OBJECTS

1. Place 3 objects in front of child and ask child to name each one. Have child turn around while you remove one object. Ask child to tell you what is missing. Add fourth and fifth objects as child gains in skill.

2. Vary objects used each day. Begin with 3 very different objects. Increase difficulty by using similarly colored objects, similarly sized objects and objects with similar uses.

3. Have child say the names of objects and touch them before removing one.

COGNITIVE 92+

age 4-5

MATCHES SYMBOLS (PRINT OR BRAILLE LETTERS AND NUMERALS)

1. Review Activities of other matching skills—Cognitive 16, 27 and 28.

2. Prepare (or buy) 2 sets of clearly printed letters and numerals. For blind child use braille paper and also have letters printed on the cards.

3. Place 2 alphabet cards or numerals that are dissimilar on table in front of child. Hold matching cards in your hand. Ask child to take one of your cards and match it with the ones on the table.

4. Increase number of numerals and letters on table as child becomes more proficient. Begin with letters that are very dissimilar at first such as M,O,T. Increase difficulty by using more similar letters like M,W,N, or B,D,P,Q.

5. Braille readers begin with letters g and l because they are very dissimilar. Cut a notch in the bottom of the braille cards to help child get them right side up.

6. Numbers will be more difficult than letters for the blind child because he or she will have two cells to examine on each card. Blind child's number cards should all have number sign (⠼) preceding the number.

+May be acquired at later age by totally blind child

COGNITIVE 93

age 4-5

IMITATES SOUND RHYTHM PATTERNS (SHORT, SHORT, LONG)

1. Use instruments that will sustain a sound such as a tamborine, bells, or piano. Practice on selected instrument making only short (brief stacatto) sounds and then longer sustained sound. Do them together if two instruments are available.
2. Start with simple patterns of 2 long or short sounds. (Do either a short-short sound, a short-long sound, a long-short sound, or a long-long sound.) Ask child to imitate your model. Co-act and praise efforts.
3. Introduce the other three combinations of 2 long-short rhythm patterns when child can consistently do the first one.
4. Later add a third sound to the rhythm patterns to be imitated. Example: short, short, long; or short, long, long.
5. Play "Jingle Bells" with short short long, short short long, etc.

COGNITIVE 94

age 4-5

PLACES OBJECTS OVER, ABOVE, UNDER, BELOW, UPON, INSIDE, THROUGH AND AWAY FROM OTHER OBJECTS ON REQUEST

1. Review Activities for Cognitive 37. Select one of the 8 concepts. Introduce the others one at a time as child demonstrates understanding of each.
2. Give child small object. Ask child to hold it over his or her head, over the table and over the dog. Correct by modeling. Co-act if needed.
3. Follow similar steps with the other seven placement concepts. Start each one in relationship to the child as above you, under your foot, or below your knee. Then ask child to place object in relationship to other things.
4. Talk about positions with the child throughout the day. "Come sit beside me on the sofa." "Put the toys inside the toybox." Let's put the tablecloth over the table, and the plates on the table." "Put the silverware next to the plates."

COGNITIVE 95$^+$

age 4-5

BUILDS SIMPLE STRUCTURE IN IMITATION (LEGOS, TINKERTOYS, APH CONSTRUCTO SET, BLOCKS)

1. Review Activities for Cognitive 31$^+$ and 64$^+$.
2. Have child watch or put "hands on" as you go through each step of building a model. Start with a simple one. Co-act the same steps with child. Have child imitate each of your steps after you do it. Praise success.
3. Make your model while child watches. Talk about each step as you do it. When you are finished, ask child to build one just like yours. Leave your model visible for a reminder.
4. Use building materials that lock together for blind child so that he or she can examine with hands without knocking it down.

$^+$May be acquired at later age by totally blind child

COGNITIVE 96^o

age 4-5

LOCATES DROPPED OBJECT UP TO 8 FEET AWAY WITH SOUND CLUE

1. Place noisemaker a few feet from child. (Use continuous noise.) Model efficient search pattern for child. Use sweeping motion with hand, starting close to body and moving outward while overlapping. When full reach of arm is reached, crawl forward to that point and repeat. Co-act with child.
2. When child can successfully search for and find a noisemaker from a few feet, increase distance slightly. Also try lower volume for noisemaker so child must listen carefully.
3. Sit child on floor and you move short distance. Hum or whistle. Ask child to point to you at each new position. Repeat, having child crawl or walk to you. Increase distance to 8 feet.
4. After child can locate continuous sound at 8 feet, substitute dropped bells or tamborine so child will have to remember direction and distance of sound. Start with dropped object at 2 feet and progress to 8 feet.

^{o}May be appropriate only for the child who will need orientation and mobility training

COGNITIVE 97

age 4-5

DESCRIBES OBJECTS AS LONG AND SHORT

1. Review Activities for Cognitive 57.

2. Use pairs of long and short pencils, or strips of paper. At first use very long and very short pieces. Ask child "Is this long or short?" Reward success.

3. Help child examine a pair of pencils (one is long and one is short). Name them long and short. Touch the short one and ask, "Is this long or short?" Give hint. "It is sh....." Repeat with other sets of long and short objects.

4. Play a game with celery or carrot sticks. Say, "This is a long carrot. Can you bite it and make it short?"

5. Point out other long and short things. "Daddy's leg is long; baby sister's leg is short." Ask child, "Is baby's leg long or short?" Praise correct use of words "long" and "short".

COGNITIVE 98

age 4-5

FORMS SETS TO MATCH GIVEN SETS OF 1-10 OBJECTS

1. Use objects that have the same qualities (color, shape) so that child is matching a set of objects rather than color or shape. Pegs in board or other stable objects that can be examined with fingers would be helpful. Or, use two small trays, one for you and one for child.

2. Put two objects in your tray. Ask child to examine. Ask child, "You put this many in your tray." If child has difficulty putting two objects into his or her tray, give verbal and/or physical assistance.

3. When child has placed a matching set (2) into his or her tray, say, "Two! That's very good."

4. After child can form a matching set of two, increase objects up to set of 10.

5. Vary the order of the number you ask child to match. Also use a variety of objects.

6. Child does not have to name the set by numeral, just match correct number of objects. You name the correct numeral, however, after each set is matched.

COGNITIVE 99

age 4-5

PUTS OBJECTS IN PATTERNS FROM MEMORY OF OBJECTS IN SAME SIMPLE PATTERN (PEG OR BLOCK PATTERNS)

1. Review activities for Cognitive 65 and 88. Begin with only two colors or shapes and three to five objects.
2. Make a simple pattern on pegboard. Describe it and show child. Ask child to examine it. Cover your pattern and ask child to make one like it. Give child pegs identical to yours.
3. If child has difficulty, give verbal and physical help until he or she is successful. Uncover your pattern and exclaim, "Good! They're just the same."
4. If the task is too difficult, use a simpler pattern or outline the pattern with tape on pegboard.
5. Follow the same procedure with a simple pattern of blocks. Give the child blocks identical to yours. Give verbal aid and praise successes.
6. When child is proficient, take turns making patterns for the other to copy. Describe placement of blocks and pegs as you work. Gradually, make more intricate patterns.

COGNITIVE 100

age 4-5

NAMES MISSING PART OF PICTURE OR OBJECT

1. Select pictures or representations of objects, animals or people that are familiar to child such as a snap-together toy dog.
2. Examine with child the complete picture or object. Name the parts and discuss it. Proceed only with pictures or objects.
3. Explain that you are going to remove one part and he or she is to guess what is missing.
4. With your back to child, remove one part that child is most apt to miss. Then, present picture or object to child and say, "What is missing?" Give clues if necessary.
5. Praise successful answers and repeat, removing a different part of picture or object.
6. Use two identical pictures or objects. Urge child to look at complete picture or object and then look for missing part of second object.

COGNITIVE 101

age 4-5

MOVES BODY PLANES IN RELATION TO SURFACES ("MOVE SO THAT YOUR SIDE TOUCHES THE DOOR")

1. Review Language 70: Touches and names own body planes: top of head, bottom of foot, sides, front and back of body.
2. Select one of child's body planes and ask him or her to place it next to a variety of surfaces. Example: "Put your back on the floor." Then, "Put your back next to the wall" and "Put your back against the refrigerator door."
3. Give verbal and manual assistance as needed. Praise child's successful efforts.
4. Repeat with remaining planes of child's body.
5. After child knows left and right on his or her own body (Cognitive 113), ask child to place left side and right side in relation to surfaces.

COGNITIVE 102

age 4-5

NAMES FIRST, MIDDLE AND LAST POSITION IN A SERIES OF OBJECTS OR WORDS

1. Name objects or words first, middle, and last in following sequences: left to right, front to back, top to bottom (except in multi-story building).
2. Sit beside child and place three different objects in front of him or her. Ask child to touch first, middle and last object. Give physical and verbal assistance. Praise success.
3. When child can touch first, second, and third objects, ask: "In what place is the cup?" Repeat varying the order of the three objects.
4. Ask child his or her first, middle and last name. Ask child to question other family members for their first, middle and last names.
5. Examine a baseball diamond. Name all the bases and the pitcher's mound. Ask child to find and name the bases.

COGNITIVE 103

age 4-5

TELLS WHICH SET CONTAINS "MORE" OR "LESS"

1. Place in box on child's left a lot of popcorn. Place a little bit of popcorn in a box on his or her right. Ask child to hold up the box that has more, then the one with less. Give verbal and physical help as needed.
2. Practice the activity with other materials, such as buttons, straws or grapes.
3. Arrange for a series of practice situations around the house. Ask, "Who has more plants in his room, John or David?"
4. Watch for spontaneous correct use of "more" or "less" and praise the child's ability. Example: Child says, "We have more weeds than the neighbors." Adult says, "I'm glad you noticed that!"

COGNITIVE 104

age 4-5

RECALLS PERSONS, OBJECTS, EVENTS, NOT IN IMMEDIATE ENVIRONMENT (CHILD TELLS REMEMBERANCES)

1. Describe two familiar persons to child and have him or her guess their identities.
2. Ask child to describe a person not in the room. Prompt child with questions such as: "Is he tall or short?" "What does his voice sound like?"
3. Describe an object experienced earlier in the day to the child and have him or her guess the object.
4. Describe a past family event he or she experienced and have child guess what it was.
5. Notice when child spontaneously tells his or her remembrances and give child your attention.

COGNITIVE 105

age 4-5

TELLS WHETHER A SOUND IS LOUD OR SOFT, HIGH OR LOW, LONG OR SHORT

1. Review Cognitive 73.
2. Select either volume, pitch, or duration to work on first. Add other qualities of sounds as first are learned.
3. Use sound makers, musical instruments, or your voice to make sounds. Make the sounds very loud or very soft. Ask child to name sound as loud or soft.
4. Use gestures such as covering ears for loud sounds or putting finger to lips for soft sounds. Give initial consonant sounds to assist child. For example, put your hands over your ears and say, "The music is l...."

COGNITIVE 106

age 5-6

NAMES PENNY, NICKEL AND DIME

1. Review Activities for Cognitive 74.
2. Place the three coins in a shallow dish. Ask child to touch and name the penny. Then ask child to touch and name the nickel—then dime.
3. Give verbal and physical aid as needed. Praise success.
4. Remind child that the penny is small with a smooth edge. The nickel is large with a smooth edge. The dime is small with a rough edge.
5. Put the three coins in small purse. Hold it up high and ask the child to take one coin. If he or she can name it correctly then child may keep it.

COGNITIVE 107

age 5-6

MAKES A PURCHASE TO SHOW UNDERSTANDING OF USE OF MONEY

1. Ask child to watch and listen carefully as you make purchases.
2. Practice role playing making a purchase at home. Use only pennies, nickels, and dimes. Begin to discuss value of penny as 1¢, nickel as 5¢, and dime as 10¢.
3. Take child to store and ask him or her to buy pre-selected item for 5 or 10 cents. Help child choose item. Co-act handing item to clerk. Wait for child to produce coins from pocket or purse.
4. If child gives clerk wrong coin or coins, give him or her time to try again with gentle hints.
5. Ask clerk to put item in separate paper bag so child can carry his or her own purchase out of the store.
6. Tell other family members, "Lisa bought __________ all by herself today!"

COGNITIVE 108

age 5-6

FINDS SYMBOL THAT IS DIFFERENT IN A LINE OF PRINT OR BRAILLE

1. Review Cognitive 68. Work left to right with every line of symbols examined.
2. Print or paste a line of simple shapes, of which three are the same and one is very different. Use embossed or thick cut-out shapes for blind child.
3. Point out to the child those that are the same and the different one. Co-act examining each shape.
4. Say to child: "Touch the one that is different." Give verbal and physical help as needed. Example: "These are round and this one is tall and skinny."
5. Repeat activity using printed or brailled letters. Make sure they are dissimilar at first, and then as child becomes more proficient they can be similar.
6. For blind child use braille letters L and G to emphasize difference in the symbols. Use APH Touch and Tell series.
7. Have the child vary the means of indicating that the symbol is different. Ask child to touch it, circle it, color it, or paste sticker on it.

COGNITIVE 109*

age 5-6

NAMES 10 COLORS

1. Review Cognitive 70. Begin with known colors and gradually add others.
2. Name colors found around the house. Ask child to repeat after you and touch the named object. Then ask child: "What color is this?"
3. Hide colored objects around the house and have child find the objects and name the colors he or she finds.
4. Use colors to describe things when talking with the child. Example: "Use the pink glass." Good times to practice learning colors are dressing time and meal time.
5. Make a chart and let child paste colored stickers on it if he or she can name the color of each sticker correctly.
6. Give child choices of colors. "Do you want your blue shirt or your yellow shirt?"

*May not be appropriate for totally blind child

COGNITIVE 110

age 5-6

PLACES OBJECT ACROSS FROM, NEXT TO AND BESIDE SELF AND OTHER OBJECTS ON REQUEST

1. Review Cognitive 94. Teach the new concepts one at a time.
2. Use the terms naturally and consistently in your speech. Example: "I'll sit across from you."
3. Give child small toy. Ask child to put it across from, next to or beside self. Correct by modeling and praise success.
4. When child can place object in relation to self, ask child to put the toy across from, next to and beside the chair.

COGNITIVE 111+

age 5-6

MATCHES NUMERAL WITH SAME QUANTITY OF OBJECTS (1-10)

1. Use clearly printed large numerals. For blind child, put brailled symbols on cards. Be sure to use number sign. Also have sufficient number of small objects (pegs or blocks) for child to use. Use trays or boxes so objects don't scatter.
2. Begin with lowest numerals. Place one numeral in front of child and have child name it. Ask child to put that many objects next to the numeral. Give hints or physical aid.
3. Give child 1 to 10 objects. Show the numerals 1 to 10 to child and ask him or her to choose the correct numeral.
4. Give child a quantity of objects. Ask him or her to count them and then find the correct numeral.
5. Use ten shoebox lids. Place 1 to 10 objects in each lid. Mix the lids so that amounts aren't in consecutive order. Ask child to examine contents of each lid and put the numeral in the box that matches.

+ May be acquired at later age by totally blind child

COGNITIVE 112

age 5-6

NAMES SHAPES: OVAL, RECTANGLE AND DIAMOND

1. Review Cognitive 55 and 72. Use wooden shapes that can be tactually examined. Introduce new shapes one at a time.
2. Present the oval shape to child. Help him or her examine it carefully. Name it and ask child to repeat name.
3. Give the oval shape to the child with one other known shape (circle, square, triangle). Ask child to touch and name each. Give verbal and physical aid as needed. Praise success.
4. Repeat with rectangle and diamond shapes after child can name oval shape.
5. Describe household objects with new shape words (diamond cookie cutter, rectangle box and door, oval mirror).
6. Use cookie cutters of the three new shapes. Use them to cut out cookies, bread. cheese and meat for sandwiches. Tell child if shape is named correctly, he or she can eat the treat.

COGNITIVE 113

age 5-6

TOUCHES AND NAMES LEFT AND RIGHT ON OWN BODY

1. Begin with "right". Give child a ring or yarn loop to wear on right finger or wrist. Name the right side frequently. Say, "Give me your right hand." If child has difficulty, say, "the ring (or yarn) hand."
2. If child is right handed, have him or her show you the right hand or "the hand you write with".
3. Show child how to shake hands and say, "How do you do?"
4. After child is sure of right side, then introduce left.
5. Games like Looby Loo and Hokey Pokey will help teach left and right.
6. When child can touch and name left and right on self, ask him or her to touch right foot, left ear, right elbow, right cheek, etc.

COGNITIVE 114

age 5-6

LOCATES LONG AND SHORT PRINTED OR RAISED LINES

1. Review Activities on Cognitive 49 and 97.
2. Begin with two printed or raised lines to compare. Later, use more lines so child is identifying all the long and all the short lines. Make sure, at first, that the lines to identify are very long and very short, then reduce differences.
3. Use brailler to make long and short lines using dash (dots 3 and 6) symbol to make line. See APH Touch and Tell books.
4. Ask child to look at the lines carefully and touch the long one.
5. Co-act examining raised lines with blind child. See that child uses several fingers. Say: "Touch the long line." Give verbal and physical help. Praise success.

COGNITIVE 115+

age 5-6

TOUCHES NAMED NUMERALS IN PRINT OR BRAILLE (3 OTHER NUMERALS PRESENT)

1. Review Activities in Cognitive 92 and 111. Use clearly printed large numerals. Put braille symbols on cards for blind child.
2. Begin with numerals in proper sequence. When child becomes proficient at touching and naming them use random order. Before you name a numeral for child to touch, have child look at or touch all the numerals present.
3. Place 4 numeral cards in front of child. Say "Touch number 5." Give help as needed.
4. Leave extra set of numerals in order 1 to 10 on the table as a reminder for child.
5. When child can touch named numerals, help him or her dial the telephone while you say numbers.

+May be acquired at later age by totally blind child

COGNITIVE 116

age 5-6

PLACES OBJECT BEHIND, IN FRONT OF, TO THE SIDE OF, TO THE LEFT AND RIGHT OF SELF AND OTHER OBJECTS

1. Review Activities for Cognitive 94, 101 and 110. Introduce new items one at a time.
2. Place a small toy on table. Ask child to put the toy behind him or herself. Aid with verbal and physical clues.
3. When child can place the object in relation to self, ask child to put the toy behind his or her own chair.
4. Add other concepts one at a time. When child can do all five placements separately, mix your directions. Example: "Put the toy in front of your chair. Now put it behind you."

COGNITIVE 117 +

age 5-6

TOUCHES NAMED LETTERS IN PRINT OR BRAILLE (3 OTHER LETTERS PRESENT)

1. Review Activities for Cognitive 88, 92, 108 and 115. Use large clearly printed letters on cards. Put braille symbols on cards for blind child.

2. Present three letters to child. Name each of them and co-act examining them with child. Ask child to give you the "A". Give physical and verbal aid as needed. Teach letters in sequence (A,B,C....) or letters used in child's full name may be presented first. (If blind child has contractions in brailled name, teach those also.)

3. Add one new letter at a time. This skill is a complex one and should be spread out over an extended time period.

4. Teach print readers to touch both lower and upper case letter. Teach only lower case (no capital sign) to blind child.

5. Use six hole pegboard or other model to explain a braille cell to blind child. Help child learn number of each dot in a cell as follows:

   1 • • 4
   2 • • 5
   3 • • 6

6. After blind child learns first 10 letters of alphabet, introduce second 10 with explanation that they are just like A-J but with one dot added.

+May be acquired at later age by totally blind child

COGNITIVE 118

age 5-6

NAMES BITTER, SALTY, SWEET AND SOUR TASTES

1. Work on one taste at a time. Teach salty with a selection of salty items over a 2 or 3 day period. Use table salt in a shaker, pretzels, crackers and potato chips.

2. Name distinct tastes at mealtime. Say "These crackers are salty. Are yours salty too?" Help child compare salty crackers to see if they are the same. Contrast with unsalted crackers.

3. Ask child to find and eat something salty. Give assistance as needed. Ask: "How did it taste?" Praise correct answer.

4. Repeat this process with bitter, sweet and sour. Systematically introduce each giving several days or weeks emphasis to each taste.

5. Make statements about the taste of foods in mealtime conversations.

COGNITIVE 119

age 5-6

TELLS NUMBER OF OBJECTS IN A GIVEN SET (1-3) BY TOUCH OR SIGHT, WITHOUT COUNTING

1. Review Activities in Cognitive 61.

2. Present three beads on string. Count them one by one. Ask child to watch you. Then grasp two at once and say "Here's two." Then grasp three and say "Here's three."

3. Have child imitate this activity. Say "Grab two" and see if child can do it without counting. Then ask, "How many did you grab?"

4. Ask child to place flat of palm over set (1-3) of beads after he or she has looked at (or tactually examined) them. Ask, "How many beads?"

5. Put a pile of blocks (1-3) on the table. Ask child to say how many without counting them aloud.

6. Blind child will need to touch the set. Ask child to count them without saying the words. Then ask, "How many are there?"

COGNITIVE 120

age 5-6

NAMES POSITION OF OBJECTS FIRST, SECOND, THIRD

1. Place three candies (different kinds or put in different wrap) in a row, or in egg carton dividers. Ask child to name them first, second, third with you. Then have child try to name position of a certain one. Say, "What is position of round one?" If successful child may keep the candy.

2. Practice with pictures on the table. Use 3 individual objects and ask child to identify their order. "The cow is first, the dog second, and the kitty, third."

3. When in line at store, bank or traffic signal, say, "We are first (second or third)." After repeatedly naming position, say, "Which car is second?" or "What position are we?"

4. During walks, count position of mailboxes or houses. Say, "This one is first--this one is second--what comes next?"

COGNITIVE 121

age 5-6

TELLS COLOR OF COMMON OBJECTS WHEN OBJECTS ARE NOT PRESENT (GRASS IS GREEN)

1. Remind child that grass is green, oranges are orange, and sky is blue. Then ask, "What is orange that you eat and make juice of?" or "What is green and grows on the ground outside?"
2. Ask child to learn color of familiar objects. "What color is our car?" "What color is our house?" Ask when child cannot see the objects.
3. Play the "I am Thinking" game. You say,"I'm thinking of something that is green." Child would name green objects until correct. Give child a turn to think of objects for you to guess.
4. Blind children should have color words in vocabulary but should also have additional more meaningful terms. Examples: "Sweet smelling green grass, fuzzy yellow duck, and blue far-away sky."

COGNITIVE 122

age 5-6

ARRANGES OBJECTS IN SEQUENCE OF WIDTH OR LENGTH

1. Teach width and length separately. When teaching width use items that are the same length. When teaching length, use items the same width.
2. Cut strips of cardboard into various widths and lengths. Begin with items that are at least one inch longer and wider than the others. Start with three objects, then increase the number of objects.
3. Place the cardboard pieces in sequence left to right by width. Help child examine them. Ask him or her to copy the order of your pieces of cardboard. Give verbal and physical assistance.
4. Gradually reduce the size difference, and use more objects.
5. Point out width and length differences in child's environment. "The car tires are wider than the bicycle tires." Help blind child examine any examples.

COGNITIVE 123+

age 5-6

NAMES NUMERALS 1 TO 10 IN PRINT OR BRAILLE

1. Review Activities on Cognitive 115 for preliminary skills. Use clearly printed numerals on cards. For blind child, put brailled symbols on cards. Include number sign.
2. Place three cards in front of child. Name them and ask child to repeat after you. Then ask child to touch and name each card.
3. Gradually add cards until child has all 10. Mix them into random order in a horizontal line and ask child to name them left to right. Give verbal and physical aid where needed.
4. Play "fishing" game with cut paper numerals, a pole, string and paper clip. Ask child to name each numeral he or she "catches".
5. Make a large dice cube and put six numbers on it. Take turns rolling the cube and naming the number on top.

+May be acquired at later age by totally blind child

COGNITIVE 124+

age 5-6

NAMES LOWER CASE PRINT OR BRAILLE LETTERS OF ALPHABET

1. Review Activities on Cognitive 92 and 117. Use clearly printed letters on cards. Put brailled letters on cards for blind child.
2. Teach letters in A,B,C order or begin with simple contrasting letters first. Introduce only a few at a time, and review those already learned.
3. Place a letter card in front of child. Name it and ask child to touch and name it. Say, "Look at it again. What letter is it?" Praise any successful answers.
4. As child learns to name letters one at a time, add new letters. Review those already learned frequently.
5. Teach child to name one letter of a pair of common reversals first. Introduce the second letter of the pair only after the first is well established. Examples: Print—w, m; p, g; b, d. Braille—e, i; r, w; d, f; h, j.

+May be acquired at later age by totally blind child

COGNITIVE 125

age 5-6

TELLS IF 2 WORDS HAVE SAME INITIAL CONSONANT SOUND

1. Child does not need to name letter, only say if initial consonant sound is the same or not the same.
2. Say two words that have the same initial consonant sound such as "ball" and "bee". Exaggerate the "B" sound. Say, "Ball and bee have the same beginning sound. Listen again. Belt, bow. Do they have the same beginning sound?"
3. Practice with several beginning consonant sounds until child can correctly tell which words have the same beginning sound.
4. Begin giving two words with different consonant sounds such as "bell" and "fat". Ask child if they have the same beginning sound. Praise correct response.
5. After practicing all consonant sounds with two words say three words—two that begin with same sound and one different such as "bell, bow, fat". Ask which word is different from the other two.

COGNITIVE 126

age 5-6

LOCATES TOP, BOTTOM, FRONT SIDE, BACK SIDE, LEFT SIDE, RIGHT SIDE AND CORNERS OF A PAGE OR BOOK

1. Review Activities for Cognitive 47, 94, 101 and 116.
2. Point out clues to locating correct position of book: binding on left; pictures right-side up; braille page number on top or bottom right; cut page ends on top, bottom and right when book is closed.
3. Name and touch all planes of correctly placed book. Ask child to touch each plane of the book. Example: "Touch the top of the book." Give assistance as needed. Ask child to touch each corner of the book. Praise all correct responses.
4. Hand a book to child. Ask child to turn it to the correct position in front of him or her. Give verbal and physical assistance. Repeat, only turn book several different ways to see if child can place it correctly in front of him or her.
5. If child has difficulty, place a fuzzy sticker on front side (cover) near the bottom of book for extra clue.

COGNITIVE 127

age 5-6

NAMES ITEMS IN LEFT TO RIGHT AND TOP TO BOTTOM SEQUENCE

1. Review Activities for Cognitive 90. Use lines of colored pegs, varying stickers, or shapes.

2. Model correct sequence by naming objects left to right. Touch the objects as you name them. Say red, yellow, green, blue. Ask child to touch and name left to right. Give verbal and physical assistance.

3. Put a piece of blank paper over right objects and move it left to right as child names objects. Discard paper when child can name objects left to right without it.

4. If child knows alphabet in order, practice with row of Scrabble letters. If child doesn't start at the left, say, "Oops, let's start at the left," and begin again.

5. Repeat these activities for top to bottom naming sequence.

COGNITIVE 128

age 5-6

MAKES SYMBOLS ON WORKSHEET LEFT TO RIGHT AND TOP TO BOTTOM OF PAGE

1. Use squared graph paper with arrows to show correct direction. Model the skill. Then ask child to put a mark with crayon or pencil in each square left to right. Give verbal and physical help. Praise as child does his or her line left to right. Repeat top to bottom.

2. Place felt circles on a felt board left to right and top to bottom. Ask child to put felt circles under yours. Watch to see that sequence is left to right.

3. Make a chart for child to place stickers on for doing household tasks. Show him or her how to place stickers left to right.

4. For blind child, review Fine Motor 78° (Inserts paper in brailler) and Fine Motor 81 (Prints or brailles name). After inserting paper, ask child to make a row of "g's" left to right. Blind child should have additional left-right work because brailler spaces left to right (like typewriter).

5. Use braille checkerboard (raised lines on board) and have blind child make rows of checkers left to right and top to bottom.

COGNITIVE 129

age 5-6

TELLS HOW MANY OBJECTS IN A SET (1-20)

1. Review Activities for Cognitive 80.
2. Use 20 pegs, blocks, lids, or spoons as counters. Use tray or box to hold them. Count them aloud. Emphasize 20 and say, "We have 20 ___________." Ask child to count with you.
3. Place a set (11-20) in front of child. Ask him or her how many there are. Count together if child doesn't know. Help child count and touch each item. Say last number loudly. Then ask, "How many?"
4. After child can tell how many in one set, put two boxes or trays of objects in front of child. Ask, "How many are in this tray and how many are in that tray?"
5. Ask child to count and bring to you a specified number of household items.

COGNITIVE 130

age 5-6

FINDS BEGINNING, MIDDLE AND END OF A LINE OF PRINT OR BRAILLE (LEFT TO RIGHT)

1. Use wide, heavy lined paper or raised line paper.
2. For child who can name colors, put red strip at beginning of line, green strip in middle, and blue at end of line. Say, "Touch the beginning of the line. It's red." Repeat for middle and end of line.
3. Paste three pictures on a line. First picture at beginning of line has face with cookie near mouth. Second picture in middle of line has face with cookie touching mouth. Third picture at end of line has face with cookie in mouth. Tell a story about child who in beginning did not have a cookie, in the middle child got cookie, and at the end he or she ate the cookie. Have child touch pictures as you tell story.
5. Put "for" sign at beginning, middle and end of line of braille. Ask child to find the braille cell at the beginning of the line. Repeat for middle and end of line.

COGNITIVE 131

age 5-6

FINDS BEGINNING OF SECOND LINE OF PRINT OR BRAILLE

1. Review Cognitive 126 only change to top and bottom of page and left and right margin of page.

2. For print reader, paste varied colored strips ½" wide and 6" long the width of the paper. Help child trace top strip with finger from left to right. Stop finger at end of strip and return quickly to the left to second colored strip down. When child is returning finger to left margin see that he or she does not trace the colored strip, but just moves finger quickly to the left. Repeat. Ask child to trace the lines independently.

3. Present print reader with primary print and repeat above procedure. (Do not stop to identify letters.)

4. For braille reader, begin by teaching two hand-tracking. Help child trace first line of braille with fingers of two hands. Right hand goes all the way to the right margin. Left hand follows. The left hand drops to the second line of braille and traces back to the left margin. Right hand returns quickly (not tracing) to left margin beside left hand and on second line of braille. Co-act repeatedly.

COGNITIVE 132+

age 5-6

READS 4 SIMPLE WORDS OR WHOLE WORD BRAILLE SIGNS

1. Use clearly printed flashcards for each word. Braille words should also be on cards.

2. Present 4 simple print words such as run, jump, stop, go. Play a game where child shows card and you do action. Then reverse. Praise success.

3. Try words that can be illustrated such as ball, dog, or kitty. Print the word below the picture. Ask child what each says. Then cover picture and repeat.

4. At first, braille words should be simple and contraction free such as "pop", "bug" or "cat". First contracted braille might be "for", "the" or "and".

+May be acquired at later age by totally blind child

COGNITIVE 133[+]

age 5-6

NAMES PRINTED CAPITAL LETTERS OF ALPHABET OR BRAILLE CAPITAL SIGN AND BRAILLE LETTERS OF ALPHABET

1. Review Activities for Cognitive 117+ and 124+. Use clearly printed capital letters on cards. Put braille symbol on cards for blind child. Be sure to include capital sign.
2. Begin with child's initials or present simple letter and then a dissimilar letter. Name the two cards and ask child to repeat after you. Ask, "What letter is this?" Praise correct response.
3. When child can name several capital letters, present remaining letters in alphabetic order. Review cards previously learned frequently.
4. Ask child to name letters in random order. Practice with other letters (magazine, newspaper headline, plastic magnet letters).
5. For blind students, show previously learned braille alphabet with dot 6 preceding.
6. Hide the letters and ask child to name them as he or she finds them.
7. Begin to point out that capital letters are used at the beginning of the names of towns, months and days of the week.

[+] May be acquired at later age by totally blind child

COGNITIVE 134[+]

age 5-6

PAIRS CAPITAL AND LOWER CASE PRINT OR BRAILLE LETTERS

1. Review Cognitive 117+, 124+ and 133+ for letters. Review Cognitive 16, 27 and 28* for matching activities.
2. Place several capital letter cards in box. Ask child to take them out and pair them one at a time with small alphabet cards placed on table. At first have only lower case letters to be paired on the table.
3. Begin with a few letters at a time. When child can pair several letters, add a few more until all 26 are paired.
4. Review for blind children that a dot 6 makes a letter a capital. Ask blind child to pair lower case and capitals. Give verbal and physical assistance as needed. Lots of praise!

[+] May be acquired at later age by totally blind child

COGNITIVE 135

age 5-6

NAMES OBJECTS BEGINNING WITH GIVEN CONSONANT SOUND

1. Review Cognitive 125. Use large clear pictures or actual objects. Begin with one sound and add others only as child can name objects for that sound.

2. Say "ba" for the initial consonant sound of "B". Say, "ba, bear, boy." (Exaggerate the "ba" sound.) Explain that these words start with "ba" sound. Ask: "What else starts with 'ba'?" Show child a ball for a hint. Praise any successful attempts.

3. Choose favorite toy, food or person and say name, stressing beginning consonant to child. Ask child to name other objects that begin with same sound. Assist by naming some objects yourself, stressing the consonant sound.

4. Say, "I am holding something that starts with "ba". What is it? Guess." Encourage child to examine what you are holding if he or she can't guess.

COGNITIVE 136+

age 5-6

NAMES NUMERALS (11-20) IN PRINT OR BRAILLE

1. Review Activities on Cognitive 123+and 129. Use clearly printed numeral cards with braille symbols for blind child. (Include number sign.)

2. Present only a few cards at a time until child becomes proficient, then add more cards. At first present cards in order, then use random order.

3. Place a numeral (11 to 20) in front of child. Name it and help child examine it. Say, "What is this numeral?" Ask child to repeat name of numeral.

4. Call to child's attention numerals around the house, in stores and on television. Walk around neighborhood and name house numbers.

5. Put numerals (1 to 20) on small boxes and fill boxes with matching number of objects. Ask child to count objects to see if each box has correct number of objects.

+May be acquired at later age by totally blind child

COGNITIVE 137

age 5-6

PREDICTS WHAT HAPPENS NEXT ("AFTER I AM DRESSED I WILL GO TO SCHOOL")

1. In daily activities, ask child to guess what comes next. "Pull plug in bathtub, then what will happen?" Accept several answers.

2. Use examples from daily routine. "After I fix breakfast, we will ______"; When we hear the mail carrier's truck, we will __________."

3. When reading familiar stories to the child, ask him or her what comes next in the story.

4. Use sequenced picture stories of common daily activities. Show child the first few cards and see if he or she can predict the next card in the sequence. Show the card if child has difficulty, and repeat.

COGNITIVE 138[+]

age 5-6

TELLS TIME IN HOURS USING PRINT OR BRAILLE CLOCK

1. Review Cognitive 123[+] and 136[+]. Use large clock face that can be handled and hands moved. (APH Clock.)

2. Place clock properly so that 12 is at the top and 6 at the bottom. Teach the top, bottom and sides of the clock.

3. Show child numerals on the clock. Ask him or her to touch and name them. Help child move hand clockwise as he or she names the numerals. Use the term "clockwise" as it will be helpful in later mobility training.

4. Work with the short hand first. Demonstrate how it points to hours. Help child move the short hand to each numeral. Ask, "What numeral is the short hand pointing to?"

5. Keep long hand straight up. Explain that we know when it is a certain hour if the long hand is up. Practice again moving short hand and saying, "One o'clock, two o'clock, etc."

6. Use time when speaking to child. Say, "Breakfast is at 7 o'clock." "Dinner is at 6 o'clock." "You go to bed at 8 and get up at 6." Show child clock at these times.

7. At 12:00 noon on sunny days take child outside and explain that sun is overhead at noon or 12:00. Later, do the same with sunrise and sunset. (See Cognitive 157.)

[+] May be acquired at later age by totally blind child

COGNITIVE 139

age 5-6

POINTS TO OR TOUCHES HALF OR WHOLE OBJECTS

1. Use half an apple and a whole apple. Model for child by touching and naming them. "This is half an apple. This is whole apple." Ask child to touch the whole apple. Repeat process with other real objects such as banana or pear.
2. Use pictures of half and whole objects. Show child both pictures and ask him or her to touch half and then to touch whole.
3. Use half and whole in speaking with the child. "Here is half a sandwich."
4. Use puzzle with two pieces that form a whole. Ask child to touch half of the object.
5. Point out half and whole objects during daily routine. "I'll wash half the clothes."

COGNITIVE 140

age 5-6

TELLS ACTIVITIES ASSOCIATED WITH SEASONS

1. Describe activities during present season. In the spring gardens are planted and tulips and other flowers come out of ground. Co-act examining an outdoor plant as it grows out of the ground.
2. Point out what clothing is worn and what the weather is like as each season occurs.
3. Show pictures of seasons and activities and ask child to name the seasons.
4. Get out inappropriate clothing for season (a bathing suit in winter, snow boots in summer). Discuss what correct clothing might be.
5. Ask child about activities during other seasons. Say,"What did we do last winter?" Give hints. "Remember we made a snow______."

COGNITIVE 141[+]

age 5-6

PUTS PRINT OR BRAILLE NUMERALS (1 TO 20) IN PROPER SEQUENCE

1. Review Cognitive 123[+], 129 and 136[+]. Use clearly printed numeral cards with braille symbols for blind child. (Include number sign.)
2. Use only a few numerals at a time. Ask child to watch as you model correct sequencing. Ask child to put numerals in order. Co-act or give verbal and physical aid.
3. As child becomes proficient, increase numeral cards up to 20.
4. Use two sets of cards (1 to 20). Place yours in proper left to right sequence. Ask child to put his or her cards under yours.
5. Put numerals on table in sequence. Leave space for one that is missing. Ask child to find missing numeral and put it in the space. Increase number of spaces until child sequences all the numbers.

[+] May be acquired at later age by totally blind child

COGNITIVE 142[+]

age 5-6

MATCHES NUMERAL WITH SAME QUANTITY OF OBJECTS (11-20)

1. Review Cognitive 111[+], 123[+], 129, 136[+] and 141[+]. Use large clearly printed cards with braille symbols for blind child.
2. Use numeral cards and a box of buttons or small objects. Ask child to count objects for the numeral cards. Have child put them directly on the numeral card.
3. Put sets of objects on table and ask child to choose correct numeral card to put with them.
4. Tape numeral (1-20) labels on small boxes and fill boxes with matching number of objects. Ask child to count objects to see if each box has correct number of objects.
5. Dump objects out of labeled number boxes and ask child to fill the boxes.

[+] May be acquired at later age by totally blind child

COGNITIVE 143^{+}

age 5-6

TELLS WHAT NUMBER COMES BEFORE OR AFTER (1 TO 20)

1. Review Cognitive 111, 123^{+}, 129, 136^{+}, 141^{+} and 142^{+}. Use large clearly printed cards with braille symbols for blind child.

2. Use two sets of cards. Arrange one set for model of correctly sequenced numerals. Ask child to touch and name the numerals.

3. Give the child a numeral card from second set. Ask him or her to put one numeral before the card and one numeral after the card. Give verbal and physical aid as needed. Praise successful attempts.

4. Give child a numeral and ask him or her to find the numerals that come before and after without looking at model of sequenced numbers.

5. When child becomes proficient at finding before and after numerals, remove the model of correctly sequenced numerals. Practice placing correct numeral cards before and after.

6. Put all cards away. Ask child to tell you what number comes before a number (1-20). "Then, what comes after?" When successful, combine into one question. "What numbers come before and after 14?"

$^{+}$May be acquired at later age by totally blind child

COGNITIVE 144^{+}

age 5-6

SAYS SOUNDS OF SELECTED LETTERS WHEN PRESENTED WITH PRINT OR BRAILLE LETTERS

1. Review Cognitive 124^{+}, 133^{+}, 135. Use clearly printed letters on cards. Put braille symbol on cards for blind child.

2. Use three letter cards with initial sounds for several familiar words (mom, daddy, child's name). Say the letter and make sound of letter. Have child examine card and repeat letter and letter sound.

3. Practice with the 3 letter cards until child can say the sound of each letter when it is presented to him or her. Gradually add more letters.

4. Find pictures that represent words with initial sounds of selected letters.

5. Put a letter card on the table and ask child to find picture that goes with it. Give verbal and physical assistance as needed.

6. Think of rhymes with lots of the sounds you are working on such as "Peter Piper Picked a Peck of Pickled Peppers." Ask, "What sound did you hear most?"

7. Make boxes with letters on the front. Have child find household objects that fit in the box. "S" box could have socks, shoes and salt shaker.

$^{+}$May be acquired at later age by totally blind child

COGNITIVE 145

age 5-6

TELLS WHICH OBJECTS ARE BIGGER OR SMALLER WHEN THE OBJECTS ARE NOT PRESENT

1. Review Cognitive 30.

2. Point out big and small objects in child's environment. Help blind child examine them. Use descriptions of big and small objects in conversations with child. Use terms "bigger" and "smaller".

3. Ask child to think of something big. Give hints. Repeat with small. Then say, "The ____ is bigger than ______. Which one is bigger?"

4. Play game. "The ball is bigger than the _____." "My spoon is smaller than my _________."

COGNITIVE 146

age 5-6

TELLS NATURE OF OBJECT BY DESCRIBING IT: BREAKABLE-UNBREAKABLE; LIVING-NON-LIVING; MOVABLE-NON-MOVABLE

1. In the home describe things as breakable - say, "They will break." Also describe things that are unbreakable - Say, "That will not break."

2. Use plastic drinking container and glass. Drop glass and show how it breaks. (Careful afterwards!) Drop plastic container. Describe them as breakable and unbreakable. Give child plastic cup and ask him or her to describe it. Repeat with glass.

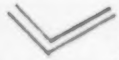
3. Use appropriate experiences to teach living and non-living; movable and non-movable objects.

4. Play game "If I drop a pillow, will it break?" "If I drop a glass plate will it break?" "Is a cat alive?" "Is a chair alive?" "Can you move a spoon?" "Can you move a mountain?"

COGNITIVE 147

age 5-6

TRACES WITH CRAYON OR FINGER SIMPLE PRINT OR RAISED LINE MAZE

1. Draw simple shapes using double lines or make raised lines  ½" apart. Ask child to trace with finger and/or draw line between them. As child is successful, increase difficulty of maze you make, adding more corners and curves and decreasing space between lines.

2. Draw a car or dog at the beginning of the maze and a garage or bone at the end. Or, place a tactual (fuzzy) sticker at the beginning and end of the maze. Tell child to make the car reach garage, dog reach bone or to find the other sticker.

3. If child has difficulty, help him or her drive a toy car down the "road" or trace "road" with his or her finger.

4. Use a board with nails and rubber band or string around nails to mark path. Put one hand on string as guide and the other hand between string path.

COGNITIVE 148

age 5-6

ADDS AND SUBTRACTS COMBINATIONS TO 3 USING OBJECTS

1. Put out 3 objects (blocks, spoons, etc.) and ask child to count them. Take one or two away and say "I took 1 (or 2) away, now how many are left?" Have child count again and tell the answer.

2. Use same procedure with bite-size finger foods. Give 1, 2 or 3. Have child eat 1 or 2 and then recount.

3. Give child 1 or 2 objects to count. Then give child 1 or 2 more and ask him or her to recount and tell how many.

4. Using real objects, take 1 or 2 away or add 1 or 2. Ask child to tell how many before counting. (Allow blind child to touch the objects.) Have child count to confirm answer.

COGNITIVE 149

age 5-6

MEASURES USING SIMPLE TOOLS (RULER, CUPS AND SPOONS)

1. Attach large paper or braille ruler vertically on wall and stand child against it to measure. Have child count with you and examine where you mark. Stand up doll or toy and measure the same way.
2. Co-act as follows: Place ruler at edge of paper. Count number of inches to opposite edge of paper. Find number on ruler and name it.
3. Measure cornmeal, dry beans or rice in cup. Practice saying "cupful".
4. Play with measuring spoons in cornmeal. Co-act leveling a spoonful by scraping off excess with knife. Say, "spoonful."
5. Encourage child to assist you with measuring with ruler, cup or spoon.

COGNITIVE 150

age 5-6

GIVES 2 ALTERNATIVES AS SOLUTIONS TO PROBLEMS

1. State problem and you provide two choices. ("Puppy is crying. Shall we feed him or not?") Ask child to make the decision.
2. Create situations where child can create two alternatives. Ask, "What shall we give sister for her birthday? Think of two things and then you decide.") Abide by child's decision.
3. Ask child to state problem and several possible solutions. Say, "Looks like you have a problem. What is the problem? (Wait for an answer.) What can you do about it? What else?"

COGNITIVE 151

age 5-6

COUNTS TO 100 (ROTE MEMORY)

1. Review counting 1-20.
2. Practice counting around the house. Use pages in a book, apples in basket, or tiles across the room.
3. As you travel, count the blocks or the cars you pass.
4. Count objects dropped into small jar. Drop objects so that they can be heard.
5. Fill 10 jars with 10 marshmellows each and then count by 10's to 100.
6. Practice rote counting without objects when doing other activities (driving or walking).

COGNITIVE 152*

age 5-6

SIGHT READS 10 LARGE, CLEARLY PRINTED SURVIVAL WORDS (EXIT, BOYS, GIRLS)

1. Good survival words to start with are: Boys, Girls, Men, Women, Keep Out, Enter, Poison, Private, Stop, Go, Wait, Walk, In, Out. Begin with only two words.
2. Use flash cards. Have child match two cards that are alike while you say and child repeats the words.
3. Lay cards in front of child and ask him or her to pick up the one you say.
4. Present one word on flashcard and have child read the word. If child has difficulty, go back to steps 2 and 3.
5. Locate word in appropriate place and take child to read it (exit, boys, girls, stop).

* May not be appropriate for totally blind child

COGNITIVE 153

age 5-6

PLANS AND BUILDS USING SIMPLE TOOLS (LEVERS AND PULLEYS)

1. Co-act building toy log cabin, hoisting log onto toy log truck with small pulley. Hook toy truck and trailer together. Use lever to remove "logs".
2. Co-act building an inclined plane (ramp) for toy cars and trucks to roll on. Put a simple pulley at the top to lift heavy loads.
3. Make sure a good selection of toys is available for building, such as tinker toys, Legos, Lincoln Logs, blocks, hooks, cyliners, pulleys, gears, hammer and nails. Include APH constructo set.
4. Visit a real construction site to observe pulleys, cranes and levers in action. Help blind child examine the tools when they are not being used.

COGNITIVE 154

age 5-6

ASKS QUESTIONS DEMONSTRATING CURIOSITY ABOUT PHYSICAL ENVIRONMENT ("WHY DOES IT RAIN?")

1. Provide child with objects such as magnets, magnifying glass and toy boat that will float. Be alert as child plays and responds to his or her questions enthusiastically.
2. Discuss with child how and why things "work" the way they do.
3. Encourage child to ask "Why?" Example: Point out that it is a dark, damp, windy day. Say "I wonder if it will rain? Ask grandpa why it rains. Ask your teacher, too."
4. Praise child for asking questions or otherwise demonstrating curiosity.

COGNITIVE 155

age 5-6

DESCRIBES WHERE THINGS COME FROM AND/OR THE PROCESS THEY GO THROUGH (MILK, WOOL, EGGS)

1. Visit a farm. Put child's hands on cow's teats and squeeze milk into a cup. Taste it. Ask child questions about where the milk came from.

2. Help child examine sheep being sheared. Follow wool through process of carding, spinning and weaving. Examine wool cloth together. Explain each step of the process. Ask child to explain it to family member. Praise child's attempts to explain.

3. Gather eggs from nest. (Try to put child's hands on hen in nest, too!) Take eggs home to kitchen, break open, and scramble. Give child as much opportunity as possible to have "hands on" experience. Ask child, "Where do scrambled eggs come from?" Give verbal hints. Praise child's attempts to describe where eggs come from.

4. Extend child's experiences by taking him or her along at every opportunity to explore a new situation such as going to the gas station, shoe shop, beauty parlor. Try to provide "hands on" experience for blind child.

COGNITIVE 156

age 5-6

TOUCHES AND NAMES LEFT AND RIGHT ON OTHERS

1. Have child stands behind adult facing adult's back. Ask child to put left hand on adult's left side and right hand on adult's right side. When you say "raise right hand" then both do it. Continue with other parts of body.

2. Ask (after #1 above), "Touch and name (adult's) this", as you touch adult's left side. Give verbal and physical help. Praise attempts.

3. Try same activity with adult and child facing each other. Explain why this activity results in different placement of left and right on other person.

4. Ask two children with matched abilities to face each other. First child names own left or right body part. Second child must touch first child's named part. If second child is correct, second child gets a turn to name own left or right body part. If second child is wrong, he or she gets a letter of the word O-U-T and first child names another body part. Three mistakes and child is "OUT".

COGNIVITE 157

age 5-6

NAMES WALLS OF FAMILIAR ROOM BY DIRECTION (WALL WITH WINDOW IS EAST WALL)

1. Select one permanent point in living room and always refer to it with direction word. Label the wall with direction word and refer to it often. ("Main door is North door...let's go out the North door.")

2. Label walls of child's room (use large print or braille). Then, help child touch each wall and its label. Refer to "window wall is the East wall." Ask child "which direction are we facing when we face this window wall?" (Face window wall with child.) Give hint. "We are facing Ea..." Repeat with other 3 direction one at a time. Practice often.

3. Take child out early on a sunny morning and face East. Explain that when we feel sun in our face in the morning, we know we are facing East. Repeat later for evening and West. (This, of course, won't work in Alaska.)

4. Turn child so he or she faces North. Ask him or her to face East, then South, then West. Give lots of praise if he or she can do this!

LANGUAGE 1

age 0-1

ALERTS TO WIDE RANGE OF AUDITORY STIMULATION (VOICE, BELL, DRUM)

1. Sing to your baby or say poems or nursery rhymes. Vary voice tone when talking or singing to child. Tone of voice is more important than the words used. Talk or sing to baby while he or she is being washed, dressed, fed and rocked.

2. Let baby hear a metronome or clock. This may help quiet child when he or she is fussy.

3. Occasionally, tie a bell to baby's bootie. Crumple paper next to child's ear, switch sides. Give child lightweight rattles, or soft squeaky toys.

4. Use wind-up musical animals, music boxes, jack-in-box or wind chimes which will all provide auditory stimulation that can be later associated with an object.

5. Play radio or record player occasionally. Playing them constantly will not be meaningful and child will tend to ignore them.

6. Inflate a balloon. Place gently against baby's cheek or tummy. Speak or make noises to baby with your lips against the balloon.

LANGUAGE 2

age 0-1

CHANGES BODY MOVEMENT IN RESPONSE TO SOUND (MOVES HEAD, ARM OR LEG)

1. Ring bells, talk to baby, clap hands or tap objects, blow whistle and/or squeeze noisemaker. Use a wide variety of sounds with the child. Change them often so they will be novel to attract child's attention.

2. Begin by making the above sounds only 12 to 18 inches from the child. As the child attends to close sounds, increase the distance between the sound source and the child.

3. Whenever you approach child, call or speak to him or her. Follow this with some direct contact. Roll child over, or tickle or pick him or her up.

4. Place raisins in a balloon. Inflate balloon partially. Tie to side of baby's crib, playpen, or foot.

5. Place a cradle gym on baby's crib or playpen low enough to baby's body so that his or her feet will accidentally engage in sound producing activity. As baby becomes familiar with cradle gym, gradually increase distance from his body so that sound production becomes a purposeful activity.

6. Use a piece of corrugated cardboard as large or larger than baby's body. Place baby tummy down on cardboard and scratch ridges with your finger nails. Help baby scratch ridges if he does not do so unaided. Baby will also make noises when kicking arms and legs on the cardboard.

LANGUAGE 3

age 0-1

HAS SEPARATE CRY FOR DIFFERENT DISCOMFORTS (HUNGRY, WET OR TIRED)

1. Attend to the child's cry as though it is a form of communication. If it sounds like a hunger cry (loud and shrill, like a wail, interrupted by sucking movements) respond by feeding. If it sounds like a cry of pain (loud and shrill, broken by whimpering) try to discover the cause.

2. Listen to the cry and try to verbalize to child what he or she is communicating as you provide comfort.

3. Place baby on mother's lap. Have another adult sit nearby. Place baby in other adult's lap. Mother remains sitting nearby and talks comfortingly to baby. Other adult returns baby to mother. Baby is comforted.

LANGUAGE 4+

age 0-1

TURNS HEAD TOWARD VOICE

1. Have child close to you, lying on the floor or on your lap. You or someone else talk in a pleasant voice. If child doesn't turn head in direction of talking sound, gently turn it in the direction of the speaker.

2. Be certain child is not preoccupied with other activities when performing #1.

3. Smile, give hug and spoken praise when child turns head.

4. With blind child, keep your face close enough so that he or she can reach you. Take child's hands and place them on your cheeks as you speak.

5. Do not play records or radio excessively so that voice provides contrast with silence.

+May be acquired at later age by totally blind child

LANGUAGE 5

age 0-1

COOS AND GURGLES

1. Hold and cuddle child after feeding or diapering. Speak softly to baby. Make your voice loving and vary your intonation. Smile and stroke when child makes similar sounds.
2. Gently blow on baby's neck. Repeat any sounds from child.
3. Talk with baby. Tell child how beautiful or handsome or big he or she is. Tell child what you are doing.
4. Pause to allow baby to coo and gurgle back to you.

LANGUAGE 6

age 0-1

REPEATS OWN SOUND

1. Lean close to child's face and repeat sounds made by the child.
2. Repeat sound several times. When child repeats sound again, smile, hug, or pat.
3. Record another infant's verbalization. Play recording as you play with the infant. Repeat any sounds that the child makes.
4. Record baby's own verbalizations. Play recording and observe baby's response. Repeat any sounds that the child makes.

LANGUAGE 7

age 0-1

LAUGHS AND SMILES

1. Smile as you talk to baby, holding or placing baby 12 inches or so from your face. Let baby hear your laughter and that of others.
2. Tickle baby gently around the mouth area when you are smiling and talking to the baby.
3. Gently put your mouth on child's stomach and blow on his or her skin.
4. Put baby in your arms and twirl while you laugh.
5. Find places to tickle child. When washing the child, tickle inside of hand or under chin with a washcloth.
6. When baby does laugh and smile, respond similarly.
7. Help blind baby by putting his or her hands on your face as you smile. When baby is on your lap and you are laughing, put his or her hands on your throat and chest so laughter can be felt as well as heard.

LANGUAGE 8

age 0-1

REPEATS SOUND MADE BY OTHERS

1. Initially choose sound which the child has made spontaneously in vocal play. Say these sounds. When child can repeat them, begin to have child imitate sounds which are not produced spontaneously.
2. Say various sounds to child. Say each several times and allow child time to repeat. Initially, reinforce any approximation of the sound.
3. Make sounds that go with game or physical activity ("pop, pop, pop").
4. Smile and make the activity enjoyable for child. Pick up, hug, rock while doing activity.
5. Talk to child frequently to encourage imitation.

LANGUAGE 9

age 0-1

REPEATS SAME SYLLABLE 2-3 TIMES (MA, MA, MA)

1. Repeat sounds over and over, loudly; then softly in child's ear.
2. Repeat a sound associated with a game activity or toy ("choo-choo," "bang-bang").
3. Praise child when sounds are repeated and repeat sounds again.
4. Try ma, pa, ba first. If child babbles, repeat sounds again.
5. Say sounds as you bathe, feed, or cuddle child. Encourage the child to imitate.

LANGUAGE 10+

age 0-1

USES GESTURES (WAVES HAND "BYE-BYE" OR SHAKES HEAD FOR "NO")

1. Teach child to imitate your gestures. Show what to do by helping child to wave bye-bye, or clap hands. Reduce help as child gains in skill. Praise for each imitation done without help.
2. Say "no-no" - shaking your head and child's at the same time.
3. Encourage child to gesture after you have provided a model to imitate. Ask yes or no questions, aiding child to shake head "yes" or "no." When you respond by shaking your head, place child's hands on your head.
4. Encourage child to use simple gestures. Ask baby if he or she wants "Up." When baby reaches for you or makes slight response with his arms or hands, pick him or her up.
5. Offer child objects by holding them out for child, helping child respond by shaking head or reaching for object.
6. Blind child will need co-acting at the beginning of instruction. Reduce physical aid for gestures as child begins to gesture independently.

+May be acquired at later age by totally blind child

LANGUAGE 11

age 0-1

FOLLOWS SIMPLE VERBAL DIRECTIONS ACCOMPANIED BY GESTURES OR PHYSICAL CUE ("GIVE ME YOUR HANDS." BECKON OR TOUCH CHILD'S HANDS.)

1. Say child's name and give the simple direction. Show child how to follow the simple direction by putting child through the activity. After the child performs the directed activity, provide praise.

2. Some directed activities might include:

   "Give me your hands" - hold out yours and touch child's.
   "Open your mouth." Touch lips with spoon.
   "Hold up your leg." Tug at leg.

3. Encourage following directions by using a music format. Sing the directions by using a familiar nursery rhyme tune.

LANGUAGE 12

age 0-1

STOPS ACTIVITY AT LEAST MOMENTARILY WHEN TOLD "NO"

1. Use "no" when child is doing something he or she should not do. Avoid using it for unimportant matters.

2. Say the word "no" firmly, with feeling, and with cross facial expression. Physically stop the child from doing the activity.

3. Say "No" only once before physically intervening.

4. Show that you are pleased with child for stopping activity when told "No." "Good boy or girl."

5. Provide an opportunity for the child to view what happens to others when they are told "No."

6. Blind child should be allowed to touch everything until he or she understands it. Put valuable breakables away. Help blind child tactually examine and learn about a breakable item. Then, after explanation, make only one or two such items "No-no's."

LANGUAGE 13+

age 0-1

GIVES UP AN OBJECT ON REQUEST

1. Give child an object and allow child to play with it; then say, "Give it to me, please." If child doesn't give it up, gently take child's hand and guide him or her to place toy in your other hand. Say "Thank you." If child does give it up, say "Thank you" and praise the child.

2. Give child an object and allow him or her to play with it; then say "Give it to me, please." Provide a bag or other interesting container to have child place the object in as he or she gives it to you.

3. Explain simply why object should be given to you. "The scissors can hurt you."

+May be acquired at later age by totally blind child

LANGUAGE 14

age 0-1

RESPONDS TO SIMPLE QUESTIONS WITH NONVERBAL BODILY RESPONSE (ADULT SAYS, "WANT TO TAKE A BATH?" AND CHILD BOUNCES IN PLACE.)

1. Show your own bodily response (clapping, jumping) when another asks if you want to eat, go, listen to music.

2. When child shows any bodily response to question, verbally try to interpret it. Say, "You don't want a bath?"

3. Wait for child to respond after you ask, "Do you want up?" Wait for child to start for the door after saying, "Do you want to go bye-bye?" If child does not respond, guide child through the task.

4. Say, "Do you want ________?" when offering food or a toy. Wait for child to indicate by reaching or shaking head. If child does not, guide child through the appropriate non-verbal response. Praise child for appropriate responses.

LANGUAGE 15

age 0-1

COMBINES TWO DIFFERENT SYLLABLES IN VOCAL PLAY ("DA-DEE" OR MA-ME")

1. Listen to child's vocalizations. When child combines different syllables, be sure to reinforce by repeating the syllables immediately after they are said and praising and touching.
2. Say series of two different syllables to child. Begin by repeating the same two several times (ma-me, ma-me), Encourage child to repeat. Reinforce with praise, hugs, goodies when child does. As child becomes more proficient, change the syllable pairs.
3. Initially praise close approximations, but require more accuracy later.
4. Combine above activity with play activities such as toy noise makers or physical activities.

LANGUAGE 16

age 0-1

IMITATES VOICE INTONATION PATTERNS OF OTHERS

1. Tell simple stories, making inflections and variations in speech.
2. Play a "Do as I Do" Game. The adult should whisper or hum. Encourage child to imitate.
3. Play games such as "Peek-a-Boo" and exaggerate the pattern when saying it. Try "Pop Goes the Weasle" with lots of emphasis on Pop.
4. Say "Oh-oh" using a lower pitch on the second syllable. Encourage the child to imitate. Say it after a food spill or other non-serious accident.
5. Use jack-in-the-box and make surprised expressions when box opens. Encourage child to imitate.
6. Use records of common and short nursery rhymes. Repeat them with child, exaggerating the intonations.

LANGUAGE 17

age 0-1

USES SINGLE WORD APPROPRIATELY ("HOT" OR "COOKIE")

1. Note when child makes any approximation of a single word in a meaningful way. When child says "Da," say "Daddy." Hug and praise.

2. When child seems thirsty, hold glass of juice. With blind child put glass momentarily next to nostrils. Say to child, "Juice." Encourage any vocalization that resembles "juice." Delay giving drink briefly and try to get child to repeat after you.

3. Name common items used daily by child. Give name of object or activity at same time child experiences it. Label common activities such as "bath" or "ride."

4. Allow blind child to hold and feel the objects which he or she is expected to learn to name.

LANGUAGE 18

age 0-1

VOCALIZES 5 OR MORE SYLLABLES IN RESPONSE TO SPEECH OF OTHER PERSON

1. Talk to child as you carry out daily activities - name objects, food, clothing. Name activities carried out by yourself and the child.

2. Look at objects and picture books. Ask the child to show you objects and pictures. Read to the child.

3. Ask the child to tell what happened, where he or she went, and other questions requiring more than a "yes" or "no" answer.

4. Show your pleasure at child's attempts to vocalize more than just a few syllables. Respond to them with your own communication.

5. Play with child, repeating child's sounds and say them back to child.

6. Avoid excessive exposure of child to phonographs, television, and other forms of recorded vocalizations. Blind children may repeat meaningless phrases from television commercials rather than engage in communication with another human.

LANGUAGE 19

age 1-2

SAYS "MORE" IN 3 APPROPRIATE SITUATIONS ("MORE FOOD, BOUNCING OR MUSIC")

1. Say "more" when child indicates more is desired. Discontinue modeling the word when child uses it properly.
2. Use toys which child enjoys: blocks, bubbles, small animals. Give child a limited number. When child asks for more, provide them.
3. Use physical activities like swinging, "horsey ride". Stop activity and require child to ask for more before beginning again.
4. Encourage child to use "more" with another word after child learns to use it alone (more milk, more swing). Model at first, but discontinue after child learns to use the proper phrase spontaneously.

LANGUAGE 20

age 1-2

IMITATES 3 VOWEL SOUNDS

1. Encourage child to imitate the following speech sounds after they are modeled: ah - clock, au - cow, ae - cat, oy - boy, oh - comb, ai - hi, u - shoe, ay - stay, ee - me
2. Say familiar nursery rhyme omitting a word. Have child supply the missing word. ("Hey Diddle, Diddle, the ___ and the fiddle")
3. Use puppets. Have puppets make various vowel sounds. Encourage child to repeat. Offer praise and/or reward, whenever appropriate.
4. Sing simple songs such as "Rock-a-Bye Baby." Encourage baby to sing along.
5. Say sounds on tape recorder. Have baby say sounds after you on tape. Play tape for listening.

LANGUAGE 21

age 1-2

USES ONE WORD SENTENCES AS REQUESTS ("DRINK" OR "WATER")

1. Accept any attempt child makes to say what he or she wants. Then, repeat the correct word back to child. As child becomes more proficient, expect more accuracy.

2. Ask child "What do you want?" at mealtime or playtime. Say the word and then the first sound to encourage the child to say the rest. For example, if you think he or she wants a "drink", hold the glass of water near the child and say "Drink. D----".

3. Praise approximations that you believe are the child's attempts to request something.

4. Once child has acquired a word that can be used as a request, encourage him or her to use it. Respond with cookie, juice, swing or whatever object or action the word represents only after the child says that word.

LANGUAGE 22

age 1-2

SHOWS ANTICIPATION OF EVENTS WHEN SOUND CUE IS PROVIDED (GOES TO COAT CLOSET WHEN HE OR SHE HEARS "LET'S GO OUTSIDE")

1. Point out particular sounds that are associated with daily routine so child learns to differentiate among them and associate a certain sound with a coming event. Examples of sound cues are: running water before bath, doorbell signaling visit.

2. Say "Let's go outside". Take child to coat closet or front door and then outside. Next time, if child goes to closet or door unaided, after hearing "Let's go outside," praise him or her. Say, "Good for you! You're going to get your coat."

3. When sound cue is heard, explain it and respond to it to model for the child. "I hear Snoopy barking. Let's go let him in."

LANGUAGE 23[+]

age 1-2

SAYS "ALL GONE" IN 2 APPROPRIATE SITUATIONS

1. Use an interesting voice intonation when you say "All gone" and use it in several common situations that will be repeated often.
2. Say "All gone" when child finishes meal. Use small helping when teaching "All gone."
3. Drain bath water or put last piece of wood into fire. Say "All gone." Use other examples where something is "gone" and won't reappear.
4. Don't use "All gone" with peek-a-boo or hiding games since these things reappear and child may be confused about "all gone."
5. With blind child, don't use "all gone" for family member who is going out and is expected to come back.
6. Help blind child understand "all gone" with tactile examination of empty plate, tub or bowl.

[+] May be acquired at later age by totally blind child

LANGUAGE 24

age 1-2

ATTENDS TO POEMS OR RHYMES 1-2 MINUTES

1. Use books with brightly colored pictures that correspond to poem or rhyme. Use bell, fur, scratch and sniff books to illustrate for blind child.
2. Read rhymes with a swinging rhythm. Show your own pleasure in poems and rhymes.
3. Co-act the motions that accompany many finger plays, rhymes and poems.
4. See "Rhymes for Making Friends with the Very Young" by Marilyn Patterson for rhymes and suggested ways to get blind child involved.

LANGUAGE 25

age 1-2

FOLLOWS 3 DIFFERENT ONE STEP DIRECTIONS WITHOUT GESTURES ("STOP THE TOY," "CLAP YOUR HANDS" OR "GO TO THE KITCHEN")

1. At first, combine gestures with verbal directions. For example, tap a chair and say "sit down." Praise child when directions are followed. Gradually reduce gestures, continuing to praise success.

2. Begin to give directions involving daily activities ("Get your shoes.") Initially you may have to take child to get the shoes, but after several days, allow child time to initiate and carry out the activity alone. Praise when directions are followed properly.

3. Play a game using directions (rolling ball, marching, raising arms)

4. Play "Simon Says" Game (Simon Says "Sit down, stand up, come here, give me). Show child how to do activity, giving physical help if necessary.

5. Choose a set of 3 directions to be learned. Repeat these daily before adding new ones.

LANGUAGE 26

age 1-2

TOUCHES 3 BODY PARTS ON SELF WHEN NAMED

1. Use one correct name for each body part at all times (stomach rather than tummy).

2. Ask "Where is your ______?" Take child's hand and place it on the body part. Gradually withdraw physical aid until child touches the body part on request.

3. Work on one body part at a time and add additional body parts only after child consistently knows the ones taught previously.

4. Let the child wear stickers on certain body parts. Ask, "Where's the sticker?"

5. Use game activities such as "If you're happy and you know it, touch your nose."

6. Use a mirror and stand next to child. Touch body parts on yourself and ask child to touch the same part on his or her body. After some time, expect child to identify body parts without your help.

7. Blind child will need this skill and others regarding body parts prior to independent cane travel instruction.

LANGUAGE 27

age 1-2

SAYS 5 DIFFERENT WORDS (NO, COOKIE, WATER)

1. Encourage the use of existing words in child's vocabulary.
2. Model new single words for child. When child says single word, praise.
3. Respond to child's speech with praise and with your own verbal response. Child: "Cookie." Adult: "Yes, you may have a cookie."
4. Repeat correct pronunciation of words back to child when child has mispronounced a word. Encourage child to repeat the word.
5. Allow approximations at first, but gradually require the word to be said correctly.
6. Encourage vocabulary growth by providing meaningful experiences associated with the presentation of new words.

LANGUAGE 28

age 1-2

CAN "GIVE ME" OR "TOUCH" 5 SPECIFIC OBJECTS UPON REQUEST

1. Put one object in front of child. Say "Give me" or "touch the ______." Place child's hand on object to model response. Continue until child initiates the activity upon request.
2. Put 2-3 different items out. Ask child to give you or touch each item. (These items should all have been introduced singularly in step 1.) Reward and praise.
3. Increase gradually to 5 specific objects.
4. Reward child for touching or giving the item by allowing some time to explore or play with it.
5. Allow child to use these skills when possible. Ask child to "give" or "touch" objects learned when encountered elsewhere. Praise.
6. Take the child outside. Say "Touch the tree, flower, etc." All correct responses should be acknowledged with praise.

LANGUAGE 29

age 1-2

SAYS OWN NAME OR NICKNAME ON REQUEST

1. Use photo or mirror. Ask child to touch and name self.

2. Ask child "What is your name?" Point to child or tap gently on chest. Say "Your name is_______". Gradually withdraw help by telling name in a whisper or by saying the beginning sound of the name. Let child finish. Praise when child says own name.

3. Use child's given name frequently when giving directions, asking questions and in general conversation. Intermittantly call child by nickname.

4. When dressing the child, ask "Whose shirt is this?" Encourage the response by modeling "John's shirt". Use child's favorite possessions, asking "Whose toy?"

LANGUAGE 30

age 1-2

TOUCHES AND NAMES PARTS OF OWN FACE: EAR, NOSE, MOUTH, EYE, CHEEK

1. Incorporate face part names into the conversation while washing child's face. ("Washing behind your ears, around your mouth")

2. Touch various facial parts on child, asking "What is this?" Give response until modeling is no longer required.

3. Teach parts of child's face one at a time. Provide aid to child in touching various facial parts until the aid is no longer needed. Always have child name the feature.

4. Stand in front of a mirror with child. Have child move or touch a facial feature as you name it. ("Touch your ear." "Wiggle your nose")

5. Blind child will need your physical assistance at first. Take his or her index finger and tap child's nose saying, "This is your nose." Decrease your assistance gradually.

LANGUAGE 31

age 1-2

COMBINES USE OF WORDS AND GESTURES TO MAKE WANTS KNOWN

1. When child requests something by pointing or making other gestures, have child also say the word which describes what he or she wants. Example: Child points to faucet. Adult says "Do you want a drink?" "Say, drink." Accept approximations at first.
2. Give child the initial sound of the word as he or she gestures. Example: Child holds both hands outstretched to adult. Adult says, "Oh, you want uh...." Child responds "Up."
3. Do not give child what he or she wants until child says word.

LANGUAGE 32

age 1-2

SAYS ANIMAL NAME WHEN ANIMAL IS PRESENT

1. Begin with one familiar pet. Help child touch and examine pet using pet's animal name. "Let's pat Snoopy; he is a nice dog."
2. Encourage child to say, "Snoopy's our dog."
3. Use a friend's gentle dog to help generalize "dog". Say, "Prince is a dog. Our Snoopy is a dog, too." Help child feel safe in looking at "Prince".
4. Repeat above with other available pets but introducing them one kind at a time. (Don't forget goldfish!)
5. Allow child to touch animals whenever possible. Provide extensive verbal animal descriptions to blind or low vision children.

LANGUAGE 33

age 1-2

RESPONDS TO "WHAT'S THIS?" WITH OBJECT NAME (FAMILIAR OBJECT)

1. Use several objects familiar to child. Give item to child asking, "What's this?" Model response. Ask for repeat. Praise when correct responses are given.
2. Page through large, clear picture book. Ask "What's this?" about objects familiar to child.
3. Reinforce child for proper responses by repeating the correct response and praising.
4. Avoid the use of miniature models with blind child at this early stage.

LANGUAGE 34

age 1-2

NAMES FAMILIAR PEOPLE OR PETS

1. Use family members' names often to allow association for the child. Encourage child to distinguish between family members. ("Give the ball to Betty." "Give the spoon to Sue.")
2. Ask child to name familiar people and pets when they are present. Model responses and praise all attempts of child.
3. Have family members ask child their names.
4. Make sure blind child hears adequate sample of voice or tactually "looks at" person or pet to be named.

LANGUAGE 35

age 1-2

NAMES FAMILIAR TOYS

1. Help child pick up toys. Model toy name and ask child to repeat names as they are placed in toy box.
2. Play a game of finding a hidden toy. ("Where is the ball"). When found, ask child to name object. Model and praise correct responses.
3. Ask child to name the toy which he or she requests.
4. Ask child to name the toy he or she is playing with. Model if necessary.
5. Name all new toys which child receives. Ask for a repeat. Always provide praise for attempts at naming.

LANGUAGE 36

age 1-2

ASKS FOR COMMON FOOD ITEMS BY NAME (MILK, COOKIE, CRACKER)

1. Use the names of foods that child is expected to eat when preparing them and putting them on table, tray, or plate.
2. Say the name of the food. "This is ________." "What is this?" "That's right, this is _______."
3. Hold a food item child wants. Name it and ask child to repeat.
4. Serve small portions so child will request more. Initially, model food name and ask child to say it. This should continue until child can request food item without modeling.
5. Ask child to name various fruits and vegetables at the store, after modeling.

LANGUAGE 37

age 1-2

ASKS QUESTIONS BY A RISING INTONATION AT END OF WORD OR PHRASE

1. Model one and two word questions for child and exaggerate the rising intonation at the end of the word or phrase. Touch some objects and ask "Ball?" Ask child to repeat your words. Show your pleasure at his or her accomplishment in using rising intonation at the end of a word or phrase.

2. Model for child when asking for an item. Ask child to repeat with intonation. Require at least an approximation. Praise child's attempts.

3. Respond to rising intonation, even if said as a single word as though a question were being asked. For instance, if child holds up a ball and says "ball" with a rising intonation, respond by saying, "Right, that is a ball."

LANGUAGE 38

age 1-2

ANSWERS YES OR NO QUESTIONS WITH AFFIRMATIVE OR NEGATIVE REPLY

1. Model asking and answering yes or no questions with another adult in front of the child. Use questions about familiar people and experiences in the child's words ("Child's name, is this your squeaky toy?")

2. If child responds with only gestures or whimpers, ask question again and answer it yourself. Ask a third time expecting child to answer "Yes" or "No." Respond yourself with correct model if child doesn't answer.

3. Ask child simple questions related to daily experiences and needs. Model yes or no verbal answers.

4. When child imitates model appropriately, stop modeling. Ask questions during the day, such as "Do you want a cookie?" Do not give it to child unless there is a verbal response

5. Ask child if (food) is wanted during meals or snack. Require child to respond orally.

LANGUAGE 39

age 2-3

REPEATS A SERIES OF TWO DIGITS OR WORDS IN SAME ORDER

1. Say two words or two numbers slowly, with inflection in your voice. Have child repeat.
2. Tell child that this will help in learning to say his or her phone number and address someday.
3. Use rhyming words as a cue. Example: "One, two, buckle shoe; three, four, shut door." You say only numbers or only words and have child complete rhyme.
4. As you walk with child, say "one, two, one, two" or "left, right, left, right" in time with your steps.

LANGUAGE 40

age 2-3

TOUCHES AND NAMES OWN SIMPLE LIMB PARTS: ARM, LEG, ELBOW, KNEE

1. Touch and name child's limb parts during bathing and dressing. Use consistent, accurate labels for limb parts.
2. Guide child's hands over own body, naming the various parts. Encourage child to repeat after each body part is named.
3. Touch a part of the body. Ask child to name it. Say "What is this?" Provide model and praise attempts.
4. Place child's hand on your body part and say "This is my arm". Ask child to touch his or her arm and name it. Name body part and ask child to touch same part on own body and name.
5. Use simple songs that include names of body parts. Have child touch own body parts as you both sing the song.

LANGUAGE 41

age 2-3

USES WORD FOR BATHROOM NEED

1. Choose a particular word which you will use consistently to refer to toileting. When diapering child, use word in explaining what child has done.

2. Use the particular word when child is gesturing the need for toileting (tugging pants, holding self). Ask child to repeat word.

3. Ask child (when using gestures) "Do you have to ____?" When child responds with "yes", ask child to "____". Praise all attempts. (Don't wait too long for a response.

4. Select a word which will have the same meaning to others who may not know the child. This will help in communicating bathroom needs when the family isn't around. Alert family members, babysitter, and others to the particular word.

LANGUAGE 42*

age 2-3

SAYS ANIMAL NAME WHEN SHOWN PICTURE OF ANIMAL

1. The child should have an actual experience with as many real animals as possible before pictures are used to represent them. A visit to a pet shop or children's zoo with practice naming the real animals would be helpful.

2. Read stories of animals and encourage child to name animal in pictures. Model initially, but expect child to say without modeling. If pictures are large and clear, use them. If however, pictures are inappropriate, use a stuffed toy to go along with the story.

3. Use familiar animals. Line up three large, clear pictures or stuffed animals and ask child to choose one. After child successfully chooses each one, ask child to name them - one first, and eventually all. Praise all attempts.

* May not be appropriate for totally blind child

LANGUAGE 43

age 2-3

NAMES ITEMS OF CLOTHING

1. Present clothing that belongs to child. Name the items, having child repeat.
2. Touch a piece of clothing the child is wearing. Ask what it is. Name the clothes and ask child to repeat.
3. Play games or use songs involving clothing. ("Who can be first to touch a shoe?" or "This is the way we put on our shirt.")
4. Encourage child to name all clothing articles worn. At first expect only most common, later expand to other articles, such as gloves or scarves. Praise all attempts.

LANGUAGE 44+

age 2-3

SHOWS UNDERSTANDING OF PERSONAL PRONOUNS BY RESPONDING TO DIRECTIONS ("GIVE IT TO HER.")

1. Have child hand objects to person with name given in direction. "Give it to Suzie." Phase out name and insert personal pronouns, "Give it to her."
2. Choose one pronoun such as "me". Give the same direction with the same pronoun, such as "Come to me" until child understands "me". Add other pronouns one at a time as each is acquired.
3. Give gestures as aid such as pointing to person. Decrease use of gestures gradually.
4. Blind child may need extra help with this skill. Give two directions such as, "Give it to Suzie. That's right. Give it to her." Give blind child extra manual help with gentle push or tug toward "Suzie."

+ May be acquired at later age by totally blind child

LANGUAGE 45

age 2-3

COMBINES TWO WORDS TO EXPRESS REQUEST ("DRINK WATER")

1. Expand on single words. If child says "drink" as a request, say "drink of what?" If child says, "Mama" wanting to be picked up, say "mama, up."
2. Interpret what child says but do not require child to repeat. For example, if child says "milk cup" and points to the cup, say "oh, you want milk in your cup" or whatever you think the child meant.
3. Praise any attempt to add to single words even though second word may not be complete.

LANGUAGE 46

age 2-3

TELLS OWN CURRENT ACTIVITY (EAT COOKIE, GO POTTY)

1. Name common activities the child is doing. After naming, ask child what he or she is doing. Say, "What are you doing?" Model again, if necessary.
2. Do not expect the child to put "ing" ending on the word but only to give you the basic verb form (run, jump).
3. Ask child to say the activity being done. Provide a model response.

LANGUAGE 47

age 2-3

ANSWERS "WHERE" QUESTIONS WITH PREPOSITIONAL PHRASE (IN THE CUP, UNDER THE TABLE)

1. Have child watch and listen as you place an object in, on, under. Say to child, "The ball is in the box." Then ask, "Where is the ball?" Model response and praise all attempts.

2. Have child place objects in, on or under box on request. Then ask child where object is.

3. Remove model as child understands "where" question. Only supply model when needed.

4. Have child place self in, on and under something, then ask where child is.

5. When family members leave the house or room to go various places, tell child where they went. Then ask "Where's daddy?" Model response initially, but as child's responses become more independent, remove model.

6. Place several favorite toys around the room so that child can locate them. Ask "Where's the ___?" After a successful response, allow child to retrieve the item and play with it.

7. Give child sound cues when appropriate (drop block into bucket, pour milk into a glass, drop shoe on the floor). Ask child to tell where item is.

LANGUAGE 48

age 2-3

MATCHES SOUNDS TO MUSICAL INSTRUMENTS

1. Provide 3 toy instruments (drum, bells, tambourine). Play the drum and let child listen to sound, then let child play drum. Repeat for other 2 instruments. Talk about differences in sounds.

2. Have child turn around with back to you while you play one of the above 3 instruments. Have child turn back around and pick up the instrument you played. If correct, let child play instrument. If incorrect, show child instrument you played and play it again. Have child play instrument he or she selected and compare sounds.

3. Repeat above procedures with other common instruments, both real and toy (piano, guitar, autoharp).

4. Call the child's attention to familiar instruments sounds on records or radio, or tape record sounds of available instruments and have child match instrument to sound.

LANGUAGE 49

age 2-3

NAME ENVIRONMENTAL SOUNDS WHEN FAMILIAR WITH SOURCE (CAR, LAWN SPRINKLER)

1. When the telephone rings, say "That's the telephone". Repeat with doorbell, alarm clock, tractor, vacuum cleaner, airplane. When the sound occurs, ask the child, "What is that?" Give help if needed.
2. Ask child, "What is that?" upon hearing a sound. Take child to the source to discover what the sound was. Name the object or animal that made the sound. Encourage child to repeat.
3. Tape familiar environmental sounds and ask child to name them after child has learned each one. A picture of the object/animal may be used as a cue, initially, and withdrawn after child gains proficiency.
4. Child may enjoy imitating animal sounds or manipulating an object to make a sound and then adult asks "What sound did you make?"
5. Have neighbor sound vehicle horn. Say "That's Mr. Brown's truck." Next time, ask "Whose horn is that?" Be sure to examine Mr. Brown's truck and help child learn to sound the horn.
6. Blind child should have extra opportunity to thoroughly examine sound sources.

LANGUAGE 50

age 2-3

COMBINES TWO WORDS TO EXPRESS POSSESSION (DADDY CAR)

1. Choose items that can readily be identified by child as belonging to self or family members. Tell child "Mommy's dress, daddy's shoes". Ask "Whose dress?" "Whose shoes?". Accept approximations. Model until child responds independently.
2. Have two or more family members sit with child. Begin by naming items such as "mama's nose", "daddy's shoe". After several modelings, give child an opportunity to respond after being asked "What is that?" or "Where is daddy's shoe?" If child does not respond when phrase is modeled, repeat again. Praise or reward when desired two words are said.
3. Talk about things belonging to the child - "Tony's musicbox" or "Tony's shoes."

LANGUAGE 51

age 2-3

GIVES MORE THAN ONE OBJECT WHEN ASKED USING PLURAL FORM (BLOCKS)

1. Place several objects in child's hand and describe clearly what they are. Model the plural. Request child to repeat and to give you "some" (plural). Praise correct responses.

2. Put out groups of several small objects. Ask child alternately for ball/balls, block/blocks, cup/cups. Modeling must be done frequently for this activity. Prasie when correct.

3. Use pictures of a single item and a group of same items. Ask child to alternately show you "one" and "some".

4. Use mealtime as an opportunity to deal with singular and plurals. "You have a napkin, fork and spoon but there are many napkins, forks and spoons on the table."

5. Use words "a" and "some" as indicators of singular and plural form (a block, some blocks)

LANGUAGE 52

age 2-3

TOUCHES AND NAMES 10 OBJECTS OR PLACES OUTDOORS

1. Take child on a walk outdoors. Have child look at, listen to, feel, touch, and smell several objects. Discuss them, explaining what they are. Ask child to repeat the names.

2. On subsequent walks, find same several objects and ask child to touch and name them.

3. Provide child with outdoor experiences which are likely to be encountered most frequently (grass, sidewalk, steps).

4. Play guessing game. Sit in a quiet location outdoors. Present child with objects and say "What do you think this is?" Be sure all items have been identified by child at an earlier time. Encourage the use of all senses during this game.

LANGUAGE 53

age 2-3

IMITATES CONSONANTS: P, B, M, H, W, N

1. Have child face to face with you. Make prolonged sound for each of the consonant sounds. Exaggerate the lip movements and the sounds. Encourage child to imitate.
2. Use a mirror to reflect both you and child while making the sounds. Praise all attempts.
3. Combine initial consonant with a vowel sound to make a word. Encourage child to repeat this word.
4. When child becomes more proficient, ask that he or she imitate several small words which have these consonant sounds in the beginning and at the end. Beginning: pop, bib, map, nap - End: rip, rib, am, run

LANGUAGE 54

age 2-3

TELLS AGE (VERBALLY OR HOLDS UP FINGERS)

1. Demonstrate or model: "You are 2 years old." Hold up your own fingers and count them. Have child imitate you. Gradually withdraw the help. Encourage a verbal response. Praise success.
2. Use two hands - one finger on each to show two years of age. This may be easier for child.
3. Teach child by holding his or her fingers in correct position to show age.
4. Ask child's age frequently. Be certain to "update" the child at birthday time.
5. Talk about ages of other children that child knows and demonstrate their ages as child gains proficiency in telling own age.

LANGUAGE 55

age 2-3

CARRIES OUT A TWO-PART SIMPLE REQUEST ("PICK UP YOUR BLOCKS AND PUT THEM IN THE TOY BOX.")

1. Make a game of carrying out simple commands. Begin with one direction, adding others. If child does not carry out the directions, co-act with him or her.
2. Help child to remember by asking for a repeat of your directions after your request. Say "What did I ask?" If he or she gives only one part of request, say, "What else?"
3. Increase child's ability to remember by providing directions in order: "First, drink your milk, then wipe your mouth." Later omit "first" and "then" and just give the requests. Praise and reward correct responses.
4. Try other activities: "Go to the door and close it."; "Drink your milk and give your cup to me."; "Get your shoes and give them to me."; "Pick up the book and put it on the table."

LANGUAGE 56

age 2-3

USES "ING" VERB FORM (RUNNING)

1. Demonstrate some action for child and tell what you are doing. Use "ing" ending. ("I am clapping, running, or sitting") Ask child to tell what you are doing.
2. Provide demonstration with objects (the ball is rolling) and ask child what object is doing.
3. Use large, clear, action pictures (boy running, girl swimming). Model the phrase for the child. Ask child to repeat. Praise all attempts, even approximations.
4. Continue until child begins to use "ing" on the end of verbs which describe action taking place in the present.
5. For blind child use actual objects or people (clock, stove, brother). Say "the clock is ticking", "the stove is heating," or "Jimmy is singing." Ask child to repeat, then ask what objects or person is doing.

LANGUAGE 57

age 2-3

NAMES OWN FINGERS: THUMB, POINTER, MIDDLE, RING, LITTLE

1. Have child sing finger play "Where is Thumbkin?" Have child do motion as you sing, then have child sing along.
2. Name each finger on child's hand. Have him or her repeat after each finger is named. Then raise each finger and say "What finger is this?" Have child look at or feel your hand.
3. Put faces on your fingers. Wiggle finger to interest child as you sing "Thumbkin".
4. Use small rings and have child put the ring on thumb. Ask "What finger has the ring?"

LANGUAGE 58

age 2-3

USES REGULAR PLURAL FORMS (BOOK/BOOKS)

1. Point out and use plurals during daily routine. For example, when washing clothes, discuss socks, pants, and shirts. Emphasize the 's' at the end of the plural form.
2. Hold up one finger, saying "I see one finger", then hold up three fingers, saying "I see three fingers". Use a variety of objects when doing this activity.
3. Use groups of objects (2-4) and ask child to give you the objects using the plural form and emphasizing the 's'. Ask child what he or she gave you.
4. Listen when child is requesting something. Only give one if singular form is said.

LANGUAGE 59

age 2-3

ASKS QUESTIONS BEGINNING WITH "WHAT" OR "WHERE"

1. Model asking "what" or "where" questions with an adult or older child. Do this when child is giving attention to what is being said.
2. Make a game of identifying objects in the room, animal sounds, or objects hidden in a sack. Ask child "What is it?" Develop similar activities for "Where is it?" Give child turn in asking the questions.
3. Ask questions of the child such as "What or where is it?" using body parts or toy. Then have child ask what and where questions.
4. Place objects in different locations around the room and ask where they are. Let child hide objects and ask you where they are.
5. Play a group game where someone says "I know something big". Have children ask "What is big?" or say "I know where the cookies are" and children ask "Where are the cookies?"

LANGUAGE 60

age 2-3

CONTROLS VOICE VOLUME (WHISPERS OR USES LOUD VOICE)

1. Alternate the volume of your voice so child can notice the changes.
2. Read an exciting story to child using various voice expressions. Ask child to repeat certain parts of story where whispering or shouting took place.
3. Name the loud speech "outside voice" and the quieter speech "inside voice". Go indoors and outdoors using appropriate voice level. Have children imitate.
4. Whisper "secrets" to the child and make a game of having him or her whisper to you.
5. Set up situations or show pictures where loud and soft voices are appropriate. Ask child to show what voice should be used. Provide model if needed.
6. Blind children sometimes "broadcast" or speak too loudly to a nearby person. Say, "Tell me again in a soft voice."

LANGUAGE 61

age 2-3

NAMES FAMILIAR MUSICAL TOYS AND INSTRUMENTS BY THEIR SOUNDS (BELLS, DRUM)

1. Introduce one instrument at a time. Have the toy or instrument make its sound and tell the child the name of the item.
2. Allow child to hold the item and produce the sound. Have child manipulate the item. Name the instrument played and have child repeat.
3. Encourage child to repeat the name of the item after it has been given. Use the instruments or toys to make sounds. Ask "What was that?"
4. Use tapes and records that have the sounds of the familiar instruments.

LANGUAGE 62

age 2-3

USES "IS" IN STATEMENTS ("THIS IS A BALL")

1. Use a variety of objects in various settings. Model phrases such as "ball is mine", "dog is sleeping". Emphasize 'is' rather than contraction ("ball's mine").
2. Play with the child and comment with statements containing "is" while doing an activity. For example, put child on a chair and "____ is in chair" emphasizing the word "is".
3. Say "This is ____." What is this?" Expect child to say "is" as distinct from just the "s".

LANGUAGE 63+

age 2-3

USES "I, ME, MINE" RATHER THAN OWN NAME

1. Ask questions of child, "Whose toy?", "Whose bed?" Model response for child to imitate.
2. Use examples with some of your own objects. "These keys are mine". "This cookie is for me".
3. Take turns handing items to one another saying "Please give it to me" or "I want it now".
4. Listen to child's speech and praise the proper use of pronouns.
5. Ask child questions using "you" which require a response beginning with "I". ("What are you eating?" "I am eating _____")
6. Encourage those around child to use these pronouns frequently.
7. These pronouns may be particularly difficult for the congenitally blind child. Be sure that child has understanding of self and own name before attempting to teach these pronouns.

+ May be acquired at later age by totally blind child

LANGUAGE 64

age 2-3

TOUCHES OBJECT THAT "IS NOT ___" (IS NOT A BALL)

1. Place 2 like objects and 1 different object in front of child. Talk about which one is "not _____." Then mix them up and have child touch or give object that "is not ____."
2. Choose several items familiar to child. Ask child to choose one of the objects which is "not ____". For example, if there is a ball, cup and spoon, ask child to touch or give something that is not a ball. Child can choose cup or spoon.)
3. Use "not" in speech when child is present. Exaggerate situations such as picking up a cup and saying "This is not a kitten." Model for and aid child in using "not" phrases.

LANGUAGE 65

age 2-3

IMITATES CONSONANTS: K, G, T, D

1. Model "k" sound
   a. Encourage child to repeat "kah, kay, kee, ki, ko, koo"
   b. Provide words which begin with "k" sound - have child repeat for practice (card, cow, cook, coat)
   c. Provide words with ending sound of "k" - have child repeat (bike, clock, black)

2. Model "g", "t" and "d" sounds and follow same procedures outlined above.

3. Play hide and seek game with objects whose name contains the sound.

4. Model for child while in front of mirror having child look at own mirror image while imitating.

LANGUAGE 66

age 2-3

ANSWERS "WHO" QUESTIONS WITH NAME ("WHO IS YOUR SISTER?" "MEGAN")

1. Ask child "Who are you?" "Who am I?" Provide answers, have child repeat until child can provide answers independently.

2. Model asking and answering "who" questions with another adult or older child while the child observes.

3. Use family members or large, clear pictures of family members. Ask child "Who is this?" Model responses. Have child repeat, until child can answer independently.

4. Use situations during daily activities. Pose questions to child. "Who is coloring?", "Who is writing?" Praise child for correct responses.

LANGUAGE 67

age 2-3

TOUCHES AND NAMES OWN COMPLEX LIMB PARTS: WRIST, THIGH, FOREARM, UPPER ARM, SHOULDER

1. Touch and name child's limb parts during bathing and dressing. Use consistent, accurate labels for limb parts.
2. Guide child's hands over own body, naming the various parts. Encourage child to repeat after each body part is named.
3. Touch a part of the body. Ask child to name it. Say "What is this?" Provide model and praise attempts.
4. Place child's hand on your body part and say "This is my wrist". Ask child to touch his or her wrist and name it. Name body part and ask child to touch same part on own body and name.
5. Use simple songs that include names of body parts. Have child touch own body parts as you both sing the song.
6. These body parts are important to the blind child for later orientation and mobility training.

LANGUAGE 68

age 2-3

USES POSSESSIVE FORM OF NOUNS (DADDY'S)

1. Choose items which child recognizes as belonging to a specific person. Ask child "Whose coat is this?" Supply the answer, emphasizing the 's' ending. Have child repeat, until he or she can answer independently.
2. Touch various body parts on different people and have child identify them as _____'s nose, ear, eye.
3. Play a game with several children. Give each a few items. Touch one child's object and ask the others "Whose _____?" Have child respond with "Mary's _____".
4. Use large, clear pictures of familiar people or animals . Touch an appropriate object in the picture and ask "Whose _____ is this?"
5. For blind child use real objects and people rather than pictures or models.

LANGUAGE 69

age 2-3

USES ARTICLES "THE" AND "A" IN SPEECH

1. Work on "the" and "a" at separate times. Introduce second article after first is learned.

2. Use the articles "the" and "a" in short sentences. Have child repeat. Ask "What is this?" Then say, "This is a toy". Touch different objects and say, "This is the table" or "The bunny is furry." After modeling several examples, arrange situations where child can use "the" or "a" alone. Ask questions which require these articles in a response.

3. Select objects to be named. After modeling, have child name "the table, the chair, a ball, a doll."

LANGUAGE 70

age 2-3

TOUCHES AND NAMES OWN BODY PLANES: TOP OF HEAD, BOTTOM OF FOOT, SIDES, FRONT AND BACK OF BODY

1. Touch and name child's body planes: top of head, bottom of foot, side, front and back of body.

2. Ask child to touch own body planes as you name. (Simon Says is good game to use)

3. Model placing body planes on floor. Ask child to do it with you. "Let's put our sides on the floor." Assist the child as needed.

4. As you touch child's body, ask him or her to name what part and plane you're touching. Praise for correct answers.

5. Songs may be incorporated to emphasize body parts and planes being touched.

6. The "side" as a body plane is often overlooked for blind children. Practice putting your side and child's side against the wall..

LANGUAGE 71

age 2-3

USES SOME CLASS NAMES (TOY, ANIMAL, FOOD)

1. Select actual objects or large, clear pictures of items which are familiar to child. At first have only one object or picture that doesn't belong in a class. For example, have three animals and one toy. Emphasize contrast initially.
2. Mix them up and ask child to give you all objects or pictures of food, toys, etc. If child fails to give all, say "I see one more _____". Encourage child to find it.
3. Show an item to child. Ask, "Is this a toy or food?" Use silly examples such as showing a toy and asking "Is this food?"
4. Use several items from each class. Say "ball is a toy", "cookie is food", "turtle is an animal". Pictures can be used if they are large, clear and easily recognized.
5. Ask leading questions that may bring out class names. "What do we eat?" "What lives at the zoo?" Praise all attempts by child.
6. Blind child must have familiar objects to handle when you teach this skill.

LANGUAGE 72+

age 3-4

USES RELATIVE PRONOUNS: THAT, THIS THESE, THOSE

1. Choose several objects familiar to the child. Place two for selection, asking "Which one is _____." If child points only, say "this one is" or "that one is". When child verbally repeats, praise. Encourage child to repeat.
2. When environmental sounds occur (car running, dog barking, slamming door), ask "What is that?" and provide initial model, "That is a _____." Have child repeat.
3. Provide child with choices. Say "Which one do you want, this one or that one?" If child merely points, say "You want this one (or that one)." Have child repeat.
4. Reinforce the correct response by repeating it. ("Yes, these are" or "Yes, those are." Verbally reward spontaneous responses which are appropriate.
5. Allow child to touch, feel or approach objects or sources of sound. Apply prior steps whenever a verbal response from the child is used to confirm the child's ability to use relative pronouns.
6. The blind child may need more time to learn this skill. Use concrete objects rather than abstract ideas to teach. For example, use "that" spoon rather than "that" word or "that" action.

+ May be acquired at later age by totally blind child

LANGUAGE 73

age 3-4

TELLS FAMILIAR ANIMAL NAME AFTER HEARING REAL OR TAPED ANIMAL SOUND

1. Introduce one particular animal sound (dog) to the child. Point out the animal's unique sound. Imitate it. Ask child to imitate it, too.
2. When you hear another dog, identify the sound as "That's a dog barking."
3. Provide the same animal's sound, recorded if necessary, and discuss it. (Use recorded animal sounds only if child has heard other recorded sounds.)
4. Introduce additional animal sounds after the first is learned. Allow opportunities to associate animal sounds with the animal. Visit a farm and a zoo. Identify animals as sounds are made.
5. It is particularly important to use real animals rather than models or toys. Blind children need to be comfortable with fur and feathers before they touch real animals. Do not teach any animal sound to a blind child if the child has had no tactual experience with the animal. If you have a "silent" pet such as a cat, tie a small bell around the cat's neck so that your child isn't surprised and perhaps frightened.

LANGUAGE 74

age 3-4

USES SOME ADVERBS (FAST, NOW, TOO)

1. Direct child to follow request - "clap fast - clap slow", "walk fast - walk slow". Do these together.
2. Encourage child to describe present activity - "I clap fast." "Now I clap slow."
3. Ask child to describe the performed activity. ("Did you walk fast or slow?") Model appropriate response. Encourage child to respond appropriately.

LANGUAGE 75

age 3-4

DESCRIBES ITEMS AS OPEN OR CLOSED ("DOOR IS OPEN" OR "WINDOW IS CLOSED")

1. Use items such as jars, boxes, doors, drawers. Demonstrate and name open and closed items with the child.

2. Open and close various items, asking - "Is it open or closed?" Provide praise for appropriate responses. If incorrect, say the answer and have child repeat.

3. Request child to open and close various objects. Provide two objects (one open and one closed) and encourage child to open or close the separate objects and name what he or she is doing.

4. Utilize game activities in which the child provides instruction or follows directions in opening or closing items or containers. (Example: "A treat is hidden in a closed container. The child who finds the treat may keep it or place it in another container and give directions to the next player.")

5. Help child to identify situations in the environment which apply to the open or closed concept. ("The store is closed.")

6. Blind children will need to tactually examine all open and closed items.

LANGUAGE 76

age 3-4

USES SOME IRREGULAR PAST TENSE FORMS CONSISTENTLY (WENT, DID, WAS)

1. Model the three common past tense forms of verbs in your speech. Encourage child to imitate the model phrase. Use time references with the irregular past tense. ("I went yesterday." or "You did it this morning.")

2. Set up situations where child observes an activity such as brother leaving. Say "_____ went to school". Ask child "Where did brother go?" If child is unable to answer correctly, model for child and repeat together. Set up similar situations to use "did" and "was".

3. Have child answer questions in a sentence containing irregular past tense form. ("Tell Mommy where you went today.")

4. Sit in a circle. Play a game of answering questions about "Who went, did, or was?" Encourage child to imitate responses of others. Supply appropriate modeling and praise approximations.

5. After a story is read, ask questions of the child. ("Who went _____?", "Who did _____?" It may be more appropriate to ask the questions while a large, clear picture is in view or just after the sentence is read rather than waiting until the story is over.

LANGUAGE 77

age 3-4

SAYS "IS" AT BEGINNING OF QUESTIONS WHEN APPROPRIATE

1. Model question form for a child who asks a question in an inappropriate fashion. (Child: "Daddy home?" Model: "Is Daddy home?")
2. Using a small group of children, allow each child to task others questions about objects. ("Is this a new ball?", "Is this your balloon?")
3. Organize a game in which each child asks group members a question about the activity of one member. ("Is my foot tapping?" "Is Susie smiling?") Allow the child who offers the first correct response to make up the next question.
4. Play guessing games using surprise wrapped package. Have child guess what it is or where it is by asking questions. ("Is it in the kitchen?" "Is it big?") Answer question only if it begins with "is".

LANGUAGE 78

age 3-4

ATTENDS TO STORIES OR POEMS FOR 5 MINUTES

1. Read daily. Allow the child to occasionally select the story. Design the story activity to be both fun and relaxing.
2. Read a simple, interesting story to the child. Discuss the events, people or objects as you read. Tell another family member about the story.
3. To help increase the time child attends, use a kitchen timer set for a minute or two. If child listens until bell rings, praise and reward. Gradually increase length of time child must attend before receiving treat.
4. Create suspense before reading. Ask a stimulating question such as "Will the little red hen find someone to help her?" "Will the kittens find their mittens?"

LANGUAGE 79

age 3-4

CARRIES OUT SERIES OF 2 UNRELATED DIRECTIONS

1. Give one direction. If followed correctly, praise the child.
2. Give the child two simple directions concerning familiar objects or ideas. (Bring your book to me and close the toy box, please.") If child does not carry out the directions, accompany and provide praise as the task is being completed together.
3. Make the activities fun and action-oriented such as hopping, clapping or running.
4. Have child repeat the direction(s) prior to beginning them.
5. Give directions by saying "first.... then ...." Gradually withdraw use of these words.

LANGUAGE 80

age 3-4

TELLS FULL NAME WHEN REQUESTED

1. Speak to the child using his or her full name.
2. Ask the child, "What's your name?" "What's your name, Bill?" "What's your whole name?" "Bill F_____, what's your name?" "Bill Fi____, what's your whole name?" "Bill?, Bill who?", "Bill Fish__?" "Oh, Bill Fisher!"
3. Repeat activities regularly until child is aware of the full name concept.
4. Discuss child's last name. Explain the purpose of a last name, and that other family members have same last name. Name family members using first and last name, then ask child to tell his or her own first and last name. ("Daddy's name is Joe Jones, her name is Susie Jones. What is your name?")
5. Do activity during attendance taking in class so child understands that each child has first and last name.
6. Approach the introduction of the middle name after first and last names are learned.

LANGUAGE 81+

age 3-4

USES PERSONAL PRONOUNS: HE SHE IT, THEY, YOU

1. Ask child questions. "Is (he, she, it) big?" Model appropriate response,("He, She It) is big." If answer is correct, praise. If response is incorrect, model appropriate response again and repeat question.

2. Ask child, "What is (she, he, it) doing?" or "Where is (she, he, it)?" Follow procedures suggested above. Expect child to begin response with appropriate pronoun.

3. Explain to child why pet is referred to as "he" or "she". Females are "she" and males are "he". Explain also that when something is neither male nor female, the appropriate word is "it".

+ May be acquired at later age by totally blind child

LANGUAGE 82

age 3-4

ANSWERS SIMPLE "HOW" QUESTIONS

1. Ask child questions concerning common daily activities. ("How do we come to school?", "How do you go home?") If child is unable to respond correctly, model the response.

2. Gradually, increase the difficulty of questions. Use less common examples.

3. Read a story. Stop at various point, asking questions, such as "How did _____?" or "How will _____?" Provide cues to the child to aid in answering. Gradually withdraw cues and have child answer independently.

4. Use stories to ask how the child would handle situations which occur in the story. Model appropriate response until the child can respond independently.

LANGUAGE 83

age 3-4

REPEATS A SERIES OF 3 DIGITS OR WORDS IN SAME ORDER

1. Say a series of three numbers (one, two, three). Encourage child to repeat the series. Use sequenced numbers first, then unrelated numbers.
2. Say a series of three words ("the big boy", or "tree, duck, fruit"). Encourage the child to repeat in same order.
3. Develop games to reinforce the concept of series repetition. (Simon says - "say big blue ball"). For added encouragement, provide an action after the series is repeated. (Say "orange, sugar, bird", then jump!)

LANGUAGE 84

age 3-4

USES 3 DESCRIPTIVE WORDS APPROPRIATELY WHEN PRESENTED WITH OBJECTS (PRETTY, STICKY, BUMPY)

1. Give child 3 objects that are pretty. Together find something else that is pretty. Later, mention other things that are pretty.
2. Repeat process with objects that are sticky and bumpy. (Blind child may resist sticky things, but persist with slightly sticky things first.)
3. Provide the child with objects that have several characteristics. Have child describe object as it is handled.
4. Develop a game in which objects of various textures or shapes are placed in a container Ask child to reach in, feel and take out an object that matches the texture or shape you asked for. Have child describe the object.

LANGUAGE 85

age 3-4

USES REGULAR PAST TENSE FORMS (JUMPED)

1. Use regular past tense forms in your speech to the child when describing action that has already occurred. Slightly emphasize the "ed" ending.

2. Use words like jump, kick, hop. Have the child perform the action. Have child explain the action which was just completed. (I jumped) Model the appropriate response, when necessary.

3. Plan an activity like going to the park, store, or a walk. Ask the child to explain what happened when you return. Use activities just completed by child. Ask what child did. "I walked to the store."

4. Read a story and ask the child to describe what took place.

5. Allow child to use a puppet to do an activity. Ask child to explain what the puppet did.

LANGUAGE 86[+]

age 3-4

TOUCHES AND NAMES BODY PARTS AND PLANES ON DOLL AND OTHERS

1. Teach only when child can name his or her own body parts. Select doll with features that can be tactually discerned.

2. Ask child "Where's the doll's nose?" Encourage verbal response by asking "What is that?" Praise all correct responses. Include body planes also. ("Where is doll's back?", Where is bottom of Daddy's foot?")

3. Have child wash a doll in the sink. Name the body parts for child to wash. When child can touch each part named consistently, then you wash the doll and have child tell you which body parts to wash.

4. Place small pieces of masking tape on various parts of the child's body. Child can remove tape from own body and place on doll's or other person's body if body part is correctly named.

[+] May be acquired at a later age by totally blind child

LANGUAGE 87

age 3-4

INDICATES UNDERSTANDING OF SIMPLE DIRECTIONS OR CONVERSATION DESPITE BACKGROUND NOISE

1. Play even tempo music softly in background and in soft voice give child one direction to follow. Increase volume of music and give new direction.
2. Play uneven tempo music at normal volume and ask child to repeat a short sentence.
3. With a group of people around, whisper to the child a nonsense rhyme and ask him or her to repeat.
4. Play radio in background and have child listen to a story.
5. Blind child will need more emphasis on this skill because vision will not be present to aid speech reading. Tell him or her that this will be good practice for school some day.

LANGUAGE 88

age 3-4

TELLS ABOUT IMMEDIATE EXPERIENCES

1. Ask child to describe what he or she is doing when child is engaged in an activity. When the activity is completed, ask child to explain what he or she was doing.
2. Ask child to explain an activity in which someone is engaged. When the activity is completed, ask the child to describe what the person was doing. Provide clues, when necessary.
3. If child has just listened to a story or watched a TV program, ask child to tell what happened.
4. Allow a "talk time" for the child to share experiences of the day. Model one if necessary.

LANGUAGE 89

age 3-4

NAMES COMMON OBJECTS DESCRIBED BY USE ("WHAT DO YOU BRUSH YOUR TEETH WITH?")

1. Place several items such as a ball, a spoon, a cup, soap, etc. on a table or tray with raised sides. Ask child to find the object you eat with, bounce, drink from, etc. Praise the child when the responses are accurate.

2. Name a function or use of a particular object and ask the child to identify the object. Praise all correct responses and assist the child when in error.

3. Ask the child to name the objects used when someone is washing, bathing, sleeping, etc. Model responses, when needed and praise when appropriate.

4. If child has difficulty, select only one item to describe by use. Add others only after first is learned.

5. Be sure that blind child is expected to describe only the items that he or she has used and can name.

LANGUAGE 90

age 3-4

EXPRESSES FUTURE OCCURRENCES WITH "GOING TO", "HAVE TO" AND "WILL"

1. Use these words in your speech with the child. Prior to beginning an activity, say to the child, "We are going to........" or "we will........". Just before carrying out the activity, ask the child what will occur. Model appropriate responses, if necessary.

2. Use puppets or stories which are familiar to the child to create opportunities for the child to use these future occurrence phrases.

3. Use a jack-in-the-box toy to elicit future occurrence responses. "The jack-in-the-box will (is going to)......."

4. Require the child to use the proper phrasing structure before you allow the child to do or to have the desired item or activity (I want to go outside" or "I am going to play this game").

5. Listen to the child's spontaneous speech and praise when future occurrence words are used properly.

LANGUAGE 91

age 3-4

TELLS HOW COMMON OBJECTS ARE USED (COMB, SPOON)

1. Show the child a common object (comb, spoon, glass) and ask "What do we do with this?" Model and praise, when appropriate.
2. Present large clear pictures, when appropriate, and follow the procedures of step 1.
3. Provide the answer when not known by the child. Repeat the question - "What do we do with this?" (Example: "We comb our hair with a comb. What do we do with a comb?" "We drink from a glass. What do we do with a glass?")
4. Talk to the child as you carry out daily activities naming what you're doing with specific objects.
5. Encourage the child to describe what is being done with each object used by the child during the day. (Example: brushing teeth, washing hands, combing hair)

LANGUAGE 92

age 3-4

USES 3 COMMON IRREGULAR PLURALS (MEN, FEET, CHILDREN)

1. Use real objects or people (men, feet, children, teeth, etc.) Discuss one object and tell the child its name. Discuss two or more of the objects and tell the plural form.
2. Identify objects and have child give the singular and plural names. Model, if necessary.
3. Point to object(s) and ask the child to provide the singular or plural form.
4. Provide pairs of objects (mice, teeth) and ask child to hand you (a mouse, the mice; a tooth, the teeth).
5. Hand the child pairs of objects which have irregular plurals. Have the child name the singular and plurals.
6. Have child count objects with irregular plurals. "One mouse, two mice, three mice..."

LANGUAGE 93

age 3-4

USES COMPLETE SENTENCES

1. Repeat proper sentences to child when the child speaks improperly. Model the correct form and ask child to repeat. Do not force responses. Continue to model until child begins to produce complete sentences.

2. Verbalize situational choices for the child, who must then verbalize the response. "What would you like to do?"

3. Request the child to stand or sit. Follow this request by asking the child what he or she did. Model appropriate responses. Use simple, complete sentences. "I am standing up."

LANGUAGE 94

age 3-4

TELLS TWO EVENTS IN ORDER OF OCCURRENCE

1. Have the child watch as you do two activities. For example, tap your head and then clap your hands. Ask the child to tell what happened. Model. "First, I........ and then I........"

2. Instruct the child to do two activities and ask for an explanation of what was done. Model and praise, when appropriate.

3. Take turns doing things and have the child tell you about them, such as "You blew a bubble and I broke it."

4. Ask the child to tell you the order of events occurring yesterday or this morning. ("First, I got up, then I ate breakfast.")

LANGUAGE 95

age 4-5

USES "NOT" TO SHOW ERROR (THIS IS NOT A PENCIL, IT IS A PEN.")

1. Point to various parts of the body and name them as "not_______. Point to the nose and say "not ear". Then, point to a part of the body (knee) and say "hand?" The child should respond by saying "not hand". Model until the child responds accurately.
2. Play a game with the child, asking "Is this a spoon?" Model response: "No, it is not a spoon." Continue the game using other objects. Model responses.
3. Ask the child to tell things that he or she is or is not - Example: "I am a girl, not a boy."

LANGUAGE 96

age 4-5

TELLS FUNCTION OF BODY PARTS

1. Assist child to complete your sentences which refer to the use of body parts. ("I chew with my_______", "I have legs to _______".)
2. Ask questions of the child and require complete sentences for an answer. ("How do you walk?" "How do you pinch?").
3. Have the child do sentence completion activities ("My nose (smells, breathes)," "My feet can (walk, kick, jump, run). This may be done in a group setting as a game activity.
4. Sing song "Wake Up" (from record "Songs to Grow on", Vol. I, Nursery Days, Woody Guthrie, Folkways Records and Service Corporation, New York City, 1950).
5. Read "The Busy Body Book", A Tell-Tale Book, by Whitman, Western Publishing Co., Inc., Racine, Wisconsin, 1975.

LANGUAGE 97

age 4-5

SPEAKS IN WELL STRUCTURED 4, 5 AND 6 WORD SENTENCES ("DADDY DROVE THE CAR TO TOWN")

1. Ask the child to describe objects, an activity (game, hobby), a setting (home, shopping center), or a situation (doing something new for the first time). Model by providing examples. Encourage 4, 5 or 6 word sentences.

2. Provide opportunities for child to share experiences verbally. Avoid interrupting the child. Correct errors by modeling sentences and provide praise for well structured explanations.

3. If child begins conversation with short sentence ("I want cookie"), ask question which will require longer sentence. "What kind of cookie do you want?"

LANGUAGE 98

age 4-5

CARRIES OUT A SERIES OF 3 DIRECTIONS IN CORRECT SEQUENCE

1. Review 2 step directions. Provide directions for 2 related activities and observe to see if they are followed in correct sequence.

2. Give simple related series of 3 directions. "Open the door for kitty, call kitty in, shut the door." Ask child to repeat the series of directions before proceeding to follow them.

3. Use directions involving skills already acquired. ("Get your shoes, sit down, and put on your shoes")

4. Play "Simon Says" and include a series of two, then three activities to do. ("Touch your nose, clap your hands" - "Turn around, jump and sit down").

5. Allow child to give a series of directions for someone else to follow. Ask child if the activities were done in correct sequence.

6. Provide the child with a doll, toy animal or puppet and suggest 3 activities for the child to follow. Praise accurate following of directions.

7. Play "Hide and Seek" with object using 3-step directions to help child find object - Go to the closet, open the door, look under the box.

LANGUAGE 99+

age 4-5

USES POSSESSIVE PRONOUNS: HIS, HERS, THEIR, ITS, YOURS

1. Model statements to be repeated by the child. ("He is his father," "The car is theirs").
2. Ask questions of the child which require responses of possessive pronouns. ("Whose book?", "Where is the party?" "Is it at his house or hers?")
3. Hand an object to child, asking "Who owns it?" or "Who is it for?"
4. Have child pass out papers or cookies, labeling each. - "This is yours, this is his, this is hers, this is mine."

+May be acquired at later age by totally blind child

LANGUAGE 100

age 4-5

FINDS A PAIR OF OBJECTS OR PICTURES ON REQUEST (CHILD UNDERSTANDS "PAIR")

1. Use the word "pair" in your speech to refer to two identical objects (pair of shoes, or mittens),
2. Put out pairs of objects. Mix them up and ask the child to find a pair of __________.
3. Put out an assortment of objects and ask the child to pick up only those objects which are a pair.
4. Use pictures of items; have child sort into pairs.
5. Play "Old Maid" and ask for pairs.
6. Avoid using scissors or pants to teach the concept of "pairs".

LANGUAGE 101

age 4-5

USES "COULD" AND "WOULD" IN SPEECH

1. Use "could" and "would" in your speech with the child, whenever appropriate.

2. Play verbal games with "could" and "would". If I were a rabbit, I could hop, I could jump and I could wiggle my nose". "If I were at the park, I would swing and I would ride on the merry-go-round." Allow the child to assume leadership in the game activity.

3. Ask questions such as "Who would/could do this for me?" Encourage the child to reply by saying, "I could, Betty would."

LANGUAGE 102

age 4-5

TELLS DAILY EXPERIENCES

1. Have child tell you about immediate experiences. Gradually delay having him or her tell you what happened. Use experiences you shared that day with the child to be sure child understands request.

2. Accept short descriptions initially, while asking the child to tell more.

3. Encourage proper sequence when child repeats events verbally. "And then what happened?"

4. Probe, by asking specific questions of the child. "What did you do outside?" "What did you do to help mommy?"

5. Ask questions that encourage child to express feelings about an experience. "What happened to make you sad?"

LANGUAGE 103

age 4-5

USES COMPOUND SENTENCES ("I HIT THE BALL AND IT WENT IN THE ROAD.")

1. Listen to child's speech. Whenever child could have used a conjunction (such as "but", "and" or "so") or an adverb, repeat the sentence with the conjunction or adverb inserted. Example: "We went to the store and we bought candy."

2. Talk and explain events which use compound sentences. Encourage child to discuss using compound sentences.

3. Ask child to tell 2 things done at the store, or park.

4. In your speech use short compound sentences. "I'm tired and I am hungry. How do you feel?"

5. If child uses short simple sentence, help him or her expand on it. "Snoopy is barking." "Snoopy is barking because he wants to play."

LANGUAGE 104

age 4-5

USES CONTRACTIONS (CAN'T, DON'T, WON'T)

1. Ask those present - "Who can fly?" - Encourage all to respond - "I can't." "Who likes bad tasting medicine?" - "I don't" - "Who will wash the ceiling?" - "I won't".

2. Use "can't", "don't", and "won't" in your speech when talking to child.

3. Encourage child to use contractions when speaking. Praise correct usage.

4. Ask child to tell things he can and can't do. I can jump. I can play. I can't fly.

LANGUAGE 105

age 4-5

USES WORDS SISTER, BROTHER, GRANDMOTHER, GRANDFATHER

1. First, use the words that describe the child's relatives, especially those that the child sees frequently.
2. Use the above labels rather than names when discussing family members or asking questions about them. ("Here comes Grandmother." "Where is your sister?")
3. Describe the relatives mentioned and ask child to identify them by using the words.
4. Encourage the child to identify photos or tapes of relatives' voices.
5. Encourage child to discuss various family members using the correct labels.
6. After child understands sister, brother, grandmother, grandfather, in relationship to him or herself, use the words in other contexts.

LANGUAGE 106

age 4-5

TELLS FINAL WORD IN OPPOSITE ANALOGIES ("SUMMER IS HOT, WINTER IS ________.")

1. Encourage child to complete phrase analogies. Brother is a boy, sister is a ____________. Summers are hot, winters are ___________. Wake in the morning, sleep at __________. A tree is big, a bush is ___________.
2. Change word orders and concepts. (____________ is hot, winter is cold. Summer is ___________, winter is cold.
3. Use pictures or real objects, when appropriate, to illustrate opposite qualities. Hot - cold; hard - soft; big - little.

LANGUAGE 107

age 4-5

TELLS FAMILIAR STORY WITHOUT PICTURES FOR CUES

1. As you read story, have child answer who, where, why, how and what questions. Place emphasis on events, what was said and how the characters felt as a result.
2. Retell a story. Leave out important parts and request child to fill in what's missing.
3. Each time you read a familiar story, leave out more parts. Ask child to fill in more and more until he or she tells the story without help.
4. Increase the complexity and length of stories. Praise the child as more details are remembered.
5. Have child act out familiar story. Then ask child to tell what happened.

LANGUAGE 108

age 4-5

TELLS IF 2 WORDS SOUND THE SAME OR NOT THE SAME (CAR-CAR, CAR-CAT)

1. Present two words which are exact and ask the child if they are the same or different.
2. Present two words with a different a) initial sound; b) final sound; c) middle sounds, and ask child if they are the same or different. Every few words include words that are the same.
3. Present two words which are very different and ask about their similarities.

LANGUAGE 109

age 4-5

TELLS WHETHER OR NOT 2 WORDS RHYME

1. Rhyme words for the child. Say "cat, bat, rat, fat, rhyme." Use nonsense syllables also: "coo, boo, moo, oo." After demonstrating this for the child, gradually insert words which do not rhyme and ask child to identify them.

2. Read poems to the child, asking which words rhyme.

3. Allow child to complete rhyming sentences. ("On my head, I put my hat; Out the door I put the ________").

4. Play rhyming games. See if child can give several responses.

5. Use riddles about certain categories such as animals, food, or numbers - "I am a number that rhymes with sun. I am a number that rhymes with blue." "I am an animal that rhymes with house..."

LANGUAGE 110

age 4-5

TELLS SIMPLE JOKES ("KNOCK, KNOCK.......")

1. Tell an elephant joke to the child. Encourage child to repeat the joke to friends and relatives.

2. Read riddles to the child. Allow time for child to respond. Example of riddles -"Why do birds fly south? - It's too far to walk." "What goes up when the rain comes down? -An umbrella." "What time is it when a hippo sits on a fence? - Time to get a new fence."

3. Use nonsense jokes. "Knock, knock." "Who's there?" "Friday." "Friday who?" "Fried eggs and bacon."

LANGUAGE 111

age 5-6

USES COMPLEX SENTENCES ("HE WANTS ME TO COME IN BECAUSE_________.")

1. Play a game of "You say what I say". Ask child to say complex sentences which you say first. If the child has difficulty, repeat part of the sentence and ask child to complete it.
2. Ask the child to describe an activity, with you adding words necessary to make a complex sentence.
3. Before going shopping or on a trip, describe to child what needs to be done before leaving and why ("we must lock the door so no one can get in," "We will leave a note so your sister will know where we are.")

LANGUAGE 112

age 5-6

TELLS ADDRESS (INCLUDES STREET AND NUMBER, CITY, STATE AND ZIPCODE)

1. Tell child his or her address. Begin by requiring child to tell only part of address. You say "319", let child tell you the street name. You say the name of the town, let child say the name of the state. Alternate this process by asking child to say the house number, while you say the street name.
2. Tell child's address and ask child to repeat it to you.
3. Explain to child why knowing the address is necessary.
4. Write or braille house number on a flash card. Give 4 or 5 cards to child, asking child to select the correct card.
5. Repeat #4 with street name, town, state, or zip code. Praise all correct responses.

LANGUAGE 113

age 5-6

TELLS TELEPHONE NUMBER

1. Tell child the phone number. Have child repeat it.
2. Provide child with cues. You say the first 3 numbers, child says the last four. Alternate until child knows all seven numbers.
3. If child can name numbers, write or braille the phone number on cards. Allow child to select the correct response from several cards.
4. Use play telephone. Have child tell you the phone number to dial. Let the child dial the number, if able.
5. Let children take turns telling each other their phone number so someone else can call them on play phone.

LANGUAGE 114

age 5-6

USES QUANTITATIVE WORDS (MANY, FEW, SOME, MOST, LEAST)

1. Use these quantitative words in your speech to the child. "You may have a few—two or three."
2. If child has difficulty, work with only one quantitative word at a time.
3. Set up 2 groups of small items. Have child select the group which has more or less. Then set up 3 or more groups and have child select most or least.
4. Let children in a group take turns giving each other a few, someone the least, and then tell who has the most.
5. Use groups of items that vary substantially in the number of items. Gradually reduce the number of items to differences of 1 or 2 items for most and least.
6. Play a game which requires children to be in groups. Use the quantitative words to describe the groups. Allow child to describe the various groups.

LANGUAGE 115*

age 5-6

TELLS ABSURDITIES IN 3 LARGE, CLEAR PICTURES (FLYING BOAT, 3-SLEEVED SHIRT, GIRAFFE HEAD ON ELEPHANT)

1. Show child picture of 3-sleeved shirt and ask him or her what's wrong with it. If child has difficulty, ask "How many sleeves does the shirt in the picture have?" "How many sleeves does your shirt have?" How many arms do you have?" Give additional hints until child can answer.

2. Show other pictures with absurdities using same procedures above. Ask child how picture could be changed to make it right and "How could we make the elephant look right?" "By taking the giraffe's head off and putting on an elephant's head."

3. Encourage child to see humor in absurdities.

4. Use felt figures where limbs can be interchanged. Put arm in place of leg. Ask child what is wrong with figure and let him or her make the correction on the figure.

*May not be appropriate for totally blind child

LANGUAGE 116

age 5-6

ANSWERS WHY QUESTIONS WITH AN EXPLANATION

1. Model asking and answering "why" questions with another person. Later, ask questions of the child.

2. Encourage child to respond with more than "because". Provide cues and modeling.

3. Ask a "why" question of the child. Provide part of the answer, letting child complete it. Gradually require the child to provide more and more information.

4. Use puppets, act out a story. Ask child "why" questions.

5. Read a story, asking child to describe "why" such things happened in the story.

6. Ask child "why" questions about daily experiences after child is proficient at giving answers to simpler questions.

LANGUAGE 117

age 5-6

RETELLS 3-5 PART SEQUENCE STORY

1. Read or tell child 3 part story. Use 3 objects or pictures to represent each event in the story every time story is read until child indicates ability to associate objects or picture with events. Read or tell child 1st part of story. Have child select object or picture representing the next part and ask child to relate event. Repeat for 3rd part.
2. Follow procedures in #1, expanding to stories of 5 parts. Ask the child to retell the 5 part story. Provide cues, if necessary.
3. Help child to recall next event by providing oral cues or questions to stimulate child's recall.

LANGUAGE 118

age 5-6

NAMES DAYS OF WEEK IN ORDER

1. Say the names of the days of the week to the child. Ask child to repeat them back to you.
2. Say the names to the child several times. Then you say the first 5 days and let him finish. Gradually increase the number child must say. If child has difficulty, say the name and have child continue or give the initial consonant sound of the day.
3. Hang calendar in child's room so he or she becomes familiar with the order of the days. Mark each date on the calendar as that day occurs. Draw pictures on various days on calendar to indicate what day child does certain activities.
4. Each day at breakfast announce the weekday. Ask family members to mention weekday and related events. Ask child to name day each evening.

LANGUAGE 119

age 5-6

DESCRIBES OBJECTS IN TERMS THAT ARE SENSORILY ACCURATE ("PLATE IS ROUND AND FLAT", "SNOW IS WET AND COLD" - NOT WHITE FOR TOTALLY BLIND CHILD)

1. Describe an object in the following terms: function, location, size, shape, texture.
2. Have child hold or touch object and give 2 descriptive words. Repeat and expand descriptions. Model, if necessary. Praise correct responses.
3. Give an object to the child and ask him or her to describe it so another child can guess what it is. Encourage child to include where it's found, what it's for, what it feels like.
4. Pass various objects from one child to another with each child adding a new descriptive word.
5. Use descriptive terms that have meaning to blind child.
6. Accept some variations in usual descriptions from blind child. He or she may describe old leather slipper as beautiful or faded chenille as pretty.

LANGUAGE 120

age 5-6

TELLS OPPOSITES (HOT-COLD, TALL-SHORT, EMPTY-FULL)

1. Use sink to demonstrate hot and cold water. Touch and describe a soft pillow and a hard floor.
2. Ask the child, "What is the opposite of ___________?" If child can't tell you, show him other objects and provide verbal cues if necessary.
3. Show child two cups - one empty, the other full. Say, "This cup is empty, this one is ________." Ask child to describe the two cups. Provide appropriate words if necessary.
4. Assist blind child in touching sets of opposites before asking for only verbal answer to questions about opposites.

LANGUAGE 121

age 5-6

ANSWERS QUESTION "WHAT HAPPENS IF....?" ("..WATER IS PUT IN THE FREEZER", .. SNOW IS BROUGHT INDOORS")

1. Set up situations in which the child can observe the results of actions such as freezing, melting, boiling, or evaporating.
2. Ask the child to explain what happens if.......(a glass of water is tipped over, an egg is dropped.) Ask questions about those things you know child has experienced.
3. Be sure question is stated so child understands action happens to object. If question is worded "what happens if you drop an egg?" child may reply, "My mom yells at me!"
4. Blind child will need to examine things during process. For example, help him or her feel icecube tray at 10 minute intervals after it is placed in freezer.
5. Give brief but accurate descriptions of events during experience of event.

LANGUAGE 122

age 5-6

TELLS MONTH AND DAY OF BIRTHDAY

1. Tell child the month and day of his or her birthday. Have child repeat it back to you. Later, ask child to tell you again. Continue until child can answer independently.
2. If child has difficulty remembering both day and month, start with just the month, then add the day.
3. Show child month and day on calendar. Have child circle day on calendar and say day and month.
4. Braille calendars are available free from Clovernook. However, a textured one could be made for child's birthday month with stickers representing days.

LANGUAGE 123

age 5-6

USES MORNING, AFTERNOON AND NIGHT APPROPRIATELY

1. Tell the child various activities as you do them in the morning, afternoon and night. Ask the child to describe other activities that might be done.
2. Name various activities and ask child to tell when they are done.
3. Ask child "when do we eat breakfast?" "When do you take a nap?", "When do you go to bed?" Provide appropriate answers if neccessary.
4. Plan activities for several days in a row. Tell child "in the mornings, we will.....", "in the afternoons, we will.....", at night; we will.....". The next day; describe what you did in the morning, the afternoon and at night.
5. At the beginning of the day, discuss with child what he or she will do that morning, afternoon, night.
6. When weather is sunny, show blind child that warm sunshine is on East side of house in the morning and on West side of house in late afternoon. Ask child, "When is sunshine on this side (East side) of our house?"

LANGUAGE 124

age 5-6

ASKS MEANING OF NEW OR UNFAMILIAR WORDS

1. Tell or read a story. Select word that is used in context which gives clue to meaning of the word. Ask the child to guess the meaning of some of the words. Encourage child to ask the meaning of other new or unfamiliar words.
2. Explain new words in different sentences.
3. Substitute unfamiliar words for words the child knows. Then ask child to guess meaning of new word. "Aunt Elizabeth has a new automobile. What do you think Aunt Elizabeth has?"
4. Use unfamiliar words to check whether or not child asks for explanations. Praise when he or she asks.
5. Explain the meaning of new words and explain why they are used. Then ask child to explain meaning to other family members.
6. Ask child meaning of new words as a means for providing a model for questioning. Also have child ask another person the meaning of new words. "Ask Daddy what________means." Repeat these activities regularly.

LANGUAGE 125

age 5-6

ANSWERS 3 QUESTIONS CORRECTLY ABOUT SHORT STORY

1. Read a short story to the child. Ask questions - "who", "what", "why", "how", making sure that the answers were obviously stated in the story.
2. Ask child to predict what may happen next in a story.
3. Ask child to describe how the characters in a story may feel about events which happened to them in the story.
4. Move questions from concrete (stated in the story) to abstract (implied). ("What might happen next?")

LANGUAGE 126

age 5-6

TELLS AN ORIGINAL STORY LASTING 1-2 MINUTES

1. Give child 3 words or pictures upon which to build a story. Say "tell me a story about......".
2. Ask for various kinds of stories: Happy, sad, scary.
3. Begin a story with several sentences. Stop and encourage child to finish the story. When child can complete this story, begin a new story with only a one sentence beginning.
4. Show interest and enthusiasm in child's story. Ask what happens next? Why did....?

LANGUAGE 127

age 5-6

GIVES 1 RHYMING WORD FOR 3 DIFFERENT STATED WORDS (CAT, DOG, RUN)

1. Read a familiar poem. Leave out a rhyming word and ask child to supply the missing word.
2. Introduce a new poem and ask child to identify rhyming words.
3. Say a word and ask for one which rhymes. Add two more words for rhyming when child is successful with one.
4. Play games in a group which require children to participate by providing rhyming words.
5. Say one word and give 3 pictures to child. Have child choose and name picture that rhymes with given word.

LANGUAGE 128

age 5-6

FOLLOWS 3 SIMPLE DIRECTIONS WITH PAPER/PENCIL OR BRAILLER

1. Give child 3 related tasks to do in sequence such as: Draw a circle, make dots in the circle, put your pencil down.
2. Ask child to repeat directions before beginning.
3. Use 3 directions that require only tasks child has already learned.
4. For blind child, select 3 related tasks that child has already demonstrated. Example: Put a piece of paper in the brailler, make one full line of dot ones (a's), return to next line.
5. If child has difficulty with 3 simple directions, use only two and later add one very simple direction to make 3.

LANGUAGE 129

age 5-6

USES TODAY, YESTERDAY, LAST NIGHT AND TOMORROW APPROPRIATELY

1. Introduce these concepts one at a time. Add others only after first is learned.
2. Plan various special activities for several days in a row. Before doing them, tell the child "tomorrow we're going......". The next day, describe the events to be done - "today we'll....." and "yesterday we went.......".
3. Have the child tell the things which happened yesterday, what will happen today, and plans for tomorrow.
4. Name activities and have child tell whether they happened yesterday, last night or if they'll happen today or tomorrow.
5. Use calendar to discuss and illustrate what happened today, yesterday, tomorrow.

LANGUAGE 130

age 5-6

CHANGES WORD ORDER APPROPRIATELY TO ASK QUESTIONS (CAN I, DOES HE)

1. When child asks question by using regular sentence form with question intonation (I go to the store?) model the correct form, saying "Can I go to the store?", "Yes you may go to the store".
2. Play a game with several children. Give each child several items. Take turns asking one another for items. In this way, you can model the question form and give child opportunity to ask questions. Give the item only when the question form is spontaneous and accurate, or when the child repeats correctly after you model.
3. Use similar procedure with does questions. Model question form and praise correct responses.
4. Take turns asking questions of each other using "can" and "does". Nonsense questions may be fun - "Does a duck laugh?", "Can a fish walk?"

SELF-HELP 1

age 0-1

SUCKS AND SWALLOWS LIQUID

1. Do these activities when the child is hungry.

2. Stimulate child's lips with your fingers by gently pinching them. Lips may also be stimulated by touching them with an ice cube.

3. Stimulate sucking by massaging cheeks when nipple is in mouth, using a forward-backward motion with fingers.

4. To encourage swallowing, gently stroke the child's neck starting under the chin and moving down to the throat.

5. If child gets too much air and cannot suck efficiently, try using a different shaped or larger nipple, or enlarging the hole in the nipple. If breast feeding, press child's mouth closer to breast to form an air seal. It may help to raise or lower the child's position.

6. Vary the types and consistency of the liquid.

SELF-HELP 2

age 0-1

OPENS MOUTH FOR BREAST, BOTTLE, OR SPOON

1. Have a set position for you and child at feeding time. When possible, let child smell milk before feeding. Show child brightly colored bottle or spoon, or let him or her hear a bell attached to it to provide visual and auditory cues in anticipation of feeding. Say to child "Here's your bottle" or "Time to eat."

2. Put milk on your finger and gently push it into child's mouth. Continue until there is no opposition to the advance of your finger.

3. Touch edges of child's mouth with nipple or spoon.

4. Gently pinch child's mouth open while touching edges of child's mouth with nipple or spoon.

5. Try to avoid hurrying at feeding time. Take your time, talking to the child. If the child is anticipating the spoon consistently, wait for him or her to open mouth before feeding, rather than "shoveling it in."

SELF-HELP 3

age 0-1

TURNS HEAD TOWARD NIPPLE WHEN CHEEK IS TOUCHED

1. Hold child in same position each time feeding is initiated.
2. Tap under chin, then touch cheek.
3. Tap cheek with finger, then touch nipple to mouth.
4. If child does not turn head toward nipple, gently assist. Give child the opportunity to turn head unassisted before helping.

SELF-HELP 4

age 0-1

SWALLOWS LIQUIFIED FOODS FED WITH SPOON

1. Use a small plastic or teflon coated spoon if possible. If a metal spoon is used, make sure it has smooth edges.
2. Hold child in semi-upright position. Place small amount of food in child's mouth. Wait for child to swallow before feeding more food.
3. Place food toward center of tongue.
4. Put small pieces of crushed ice in food. The child will swallow reflexively when ice touches tongue.
5. Touching the tongue in 3-4 places with the spoon before emptying it in child's mouth will encourage retraction of tongue to assist swallowing.
6. Gently stroke child's neck from chin, moving down to throat to assist swallowing.

SELF-HELP 5

age 0-1

PUTS HANDS ON BOTTLE WHILE DRINKING

1. Use lightweight bottle. Fill it about one-third full.
2. Put child's hands on bottle and then put your hands over child's. Gradually remove your hands from child's. Begin with short periods and slowly increase time.
3. Cover the bottle with some bright yarn, tape, contact paper, ribbon. Attach a small bell to the bottle. Put something tactually pleasing, like fur, around the bottle.

SELF-HELP 6 +

age 0-1

REACHES FOR BOTTLE

1. Tie a brightly colored ribbon or cloth on bottle, or wrap brightly colored foil. Hold bottle in direct line of vision and move slowly toward the mouth.
2. If the child does not reach out, place child's hands on bottle before inserting nipple into mouth.
3. Say something like, "Your bottle is in front of you," each time you give child a bottle. Be consistent with your wording.
4. Tie a small bell on the bottle and shake bottle as it is in front of child, while saying, "Your bottle is in front of you."
5. Touch child's lips with the bottle, then move bottle two or three inches away and say, "Your bottle is in front of you." If child does not reach for it, guide his or her hands with yours to reach the bottle.

+ May be acquired at later age by totally blind child

SELF-HELP 7

age 0-1

MOUTHS BLENDED OR STRAINED FOODS FED WITH SPOON

1. Use small amounts of strained foods on baby spoon. Feed when child is hungry.
2. Feeding time should be cheerful, comfortable and unrushed for parent and child. Have foods, bib, and warm washcloth handy to avoid interruptions.
3. Use names of foods consistently from one feeding to the next. Talk to child during feeding.
4. Hold child in an upright position on your lap. Put small amount of food at least 2/3 of the way toward back of tongue. Gradually increase the amount of food in each bite.
5. Vary the foods and try to find out which foods are favorites. Provide these foods often, always keeping in mind daily nutritional requirements.
6. Place bits of crushed ice in the strained foods. Place food-ice mixture well back on tongue to encourage tongue retraction.
7. Check to see if upper lip is scraping off spoon. If not, manipulate child's upper lip to scrape food off spoon.
8. If child is not moving tongue properly, put a small amount of peanut butter on finger and put it on the gums and roof of child's mouth. This may encourage tongue to explore food.

SELF-HELP 8

age 0-1

HOLDS BOTTLE WITHOUT HELP WHILE DRINKING

1. Fill bottle only partially full, and then refill it so bottle won't be too heavy for the child.
2. Place child's hands around the bottle while you also hold it. Gradually remove your support of bottle until the child is holding it unassisted.
3. When child is hungry, let him or her hold it during first part of feeding. As child gets full, and is not so motivated, you hold bottle for the last part. Gradually require child to hold the bottle for longer periods of time.
4. If bottle slips from child's grasp, cover it with a textured material such as masking tape, so child has more to grasp. As child becomes more adept, remove aid.
5. Roll or fold a towel and place on child's chest for additional support for bottle, but initially allow use of towel for partial support.
6. Praise child as he or she becomes more independent.

SELF-HELP 9

age 0-1

PICKS UP BOTTLE AND DRINKS INDEPENDENTLY

1. Hold bottle within reaching distance where child can see it. Make sound with bottle by shaking it or attaching a bell. Always tell the blind child that the bottle is in front of him or her. Put child's hands around it and wait for child to bring it to mouth, before offering help.

2. Put child's hands on bottle as you say that the bottle is in front of him or her. Help child move bottle to mouth. Have child hold bottle while you gently move it towards mouth. Gradually reduce aid as child becomes more adept at picking up bottle.

3. Make bottle more visible by placing cloth, bright colored ribbons or foil on it.

4. Praise child as he or she becomes more independent.

SELF-HELP 10+

age 0-1

CHEWS MASHED TABLE FOODS FED WITH SPOON

1. Introduce the food at the beginning of the meal when child is hungry. Use food child likes. Tell child what kind of food it is. Be consistent with names.

2. Mash foods like cooked carrots, cheese, peas, bananas, potatoes. If the food is too stiff, add a small amount of milk, strained fruit or gravy. Use a variety of foods, making them as appealing and attractive as possible. Introduce new food in a positive way, as if you expect child to like it.

3. Use a small plastic or teflon spoon. They are not as hard and cold as metal. Make the spoonfuls small enough so child can maneuver food in mouth without gagging.

4. Have child eat with family so he or she can learn that other people eat and enjoy their food.

5. Expect child to push food out front of mouth before learning to push it back and swallow. Don't be alarmed at gagging and don't give up.

6. Put food in back and to the side of child's mouth. This often initiates chewing. After putting the spoon in child's mouth, close lips to cover food. As spoon is removed, make sure top lip slides off food. You may have to gently use your middle and index fingers to help close lips at first.

7. Gently move the jaws up and down after placing food in mouth. Put index finger below lower lip and remaining three fingers under chin and rotate jaws in circular motion.

+ May be acquired at later age by totally blind child

SELF-HELP 11

age 0-1

DRINKS FROM CUP (CHILD'S HANDS ON CUP) WITH HELP

1. Use a large bib and expect drooling and dripping in beginning.
2. Let child examine an empty cup. Cup should be brightly colored, and contrast with liquid to be used.
3. Introduce drinking from cup gradually by giving a sip of milk in addition to bottle.
4. Tilt cup to give child a small amount of milk. As child gains expertise in drinking from cup, gradually decrease bottle feeding time and increase cup feeding time.
5. Use a favorite liquid to increase child's desire to drink from cup. If possible, limit this favorite drink so it is only given in a cup.
6. Show child the cup and its contents. Talk about what you have, where it is, and what the child is to do. Use consistent language.

SELF-HELP 12

age 0-1

BITES OFF PIECE OF FOOD

1. Wait till child begins teething so that biting is a natural action.
2. Start with cookie, cracker, toast, or wafer. Put food near nose, so child can smell it. Tell child what it is and what to do. "Here is a wafer for you to eat; take a bite."
3. With child holding food, guide it to mouth and help place it between teeth.
4. Help break it against teeth. Push jaws gently together to aid in biting.
5. Gradually decrease your assistance until it is mostly verbal assistance.

SELF-HELP 13

age 0-1

FEEDS SELF WITH FINGERS

1. Offer food at beginning of meal when child is hungry. Put peanut butter or other sticky foods on child's fingers and help him or her lick it off.

2. Use tray or other confined area for food. Contrast colors of food and tray at first. Use bite sized pieces of favorite foods and let child smell pieces to develop interest.

3. If child does not pick up the food, assist by putting a small bite in his or her hand, and help guide to child's mouth. Describe what child is doing. Reduce aid as child learns to accomplish this task on his or her own.

4. As child gains expertise, drop foods on different parts of tray. Encourage blind child to listen for the sound of dropping food, and to explore the area in front of him or her.

SELF-HELP 14+

age 0-1

CHEWS SOLID FOODS

1. Child should be sitting in upright position.

2. Break foods such as bananas, bread, toast, crackers, etc. into bite sized pieces.

3. Use foods the child likes, and do not introduce new foods until the child is chewing easily.

4. A sip of child's favorite liquid can serve as a reward and will help wash down the food.

5. See Self-Help 10 for activities related to chewing.

6. Chewing is sometimes very delayed in congenital blind child so introduce this as soon as child is ready. Put blind child's hands on your jaws as you chew so that he or she knows what you do.

+ May be acquired at later age by totally blind child

SELF-HELP 15

age 0-1

HOLDS AND DRINKS FROM CUP USING TWO HANDS

1. Use a training cup or weighted cup to introduce activity. When child gains proficiency, use a regular plastic cup or small plastic glass. Use a small amount of liquid in cup (milk, water, or a thick liquid such as milk shake or cream soup).

2. Help child grasp cup. Place your hands over the child's and lift it to mouth. Say, "Take a drink" and tip to drink. Gradually decrease your help by releasing your hands until child is lifting and drinking unassisted.

3. Expect spills at first. Be calm and have clean-up rags nearby.

4. Use two cups. You drink from one and describe what you are doing. Have child imitate you.

5. Be ready to grab cup as soon as child is through drinking because often a child will just let go. Help guide the cup down to tray or table. Verbalize your actions. Setting cup down unassisted will probably take much longer than learning to lift and drink.

SELF-HELP 16

age 0-1

TAKES SPOON FILLED WITH FOOD TO MOUTH

1. Use favorite foods that stick to the spoon, like applesauce, mashed potatoes, pudding.

2. Use a spoon with a large or built up handle (wrapped in cloth or masking tape). Let child become familiar with spoon first.

3. Sit behind child Put spoon in child's hand and gently guide from plate to mouth. Be consistent and describe what you are doing. ("Hold the spoon, put it in the dish, scoop, now bring it to your mouth.") Give complete assistance with scooping.

4. Once food is on spoon, reduce your help by moving your hand to the child's wrist, then to his or her elbow, while assisting.

5. Have child hold the edge of the bowl with his or her free hand. This helps locate the bowl.

6. A bowl with high sides helps with beginning spoon feeding. Also try a bowl with a suction cup to help stabilize the bowl.

7. Praise child as he or she is feeding self. Let blind child know that others are feeding themselves.

8. Scooping will require assistance for a longer time, especially for blind child.

SELF-HELP 17

age 0-1

EATS 3 NEW FOODS OF DIFFERENT TEXTURES

1. Present child with one new food at a time. Introduce it at beginning of a meal with other familiar foods.

2. Combine a familiar food with the new one, beginning with just a little of the new food. Gradually decrease the amount of familiar food and increase the new food.

3. Alternate bites of new food with familiar food.

4. Tell child the names of new foods and encourage child to smell them. Have other family members eat it at same meal and talk about it.

5. Vary texture, taste and temperature of foods.

6. If child absolutely refuses a certain food, try it again the next month.

SELF-HELP 18

age 0-1

LICKS FOOD FROM AROUND MOUTH

1. Note when child has sticky food such as honey, jam or peanut butter around mouth. Model tongue movement. Encourage child to remove sticky food from his or her lips.

2. Use a lollipop, and after a taste, move the lollipop around mouth so child will follow it with his or her tongue.

3. Put sticky food on upper lip. Encourage child to lick it off while watching his or her tongue in a mirror. Repeat with corners of mouth.

4. Make sure child knows what "tongue" is. Have child touch his or her tongue after you touch it. Have child touch your tongue and feel it move. Use the word "lick" when describing what child is doing. For example, "Put your tongue on your lip, lick your lip."

SELF-HELP 19

age 0-1

HOLDS OUT ARMS AND LEGS WHILE BEING DRESSED

1. When dressing child, talk about parts of body and names of clothing as you touch each one. Verbalize the dressing actions ("The foot goes in this hole." "We're going to put your shirt on now; hold out your arm.") Stand or sit behind the child putting your hands over the child's hands. Use the same dressing sequence each day.

2. Begin hesitating after you verbalize an action and wait for child to extend arms and legs. Praise the child for making the effort to extend arms and legs. Give assistance only where needed.

3. Reduce aid by first hesitating, then just verbalizing and tapping child's arm or leg for a cue, then just verbalizing. Use this with all garments (shoes, socks, mittens).

4. Use a "peek-a-boo" game to encourage child to place arms or legs in clothing. ("Where's your hand? There it is!" as hand disappears into clothing and then emerges.)

SELF-HELP 20+

age 0-1

RETURNS SPOON TO BOWL

1. Have child hold spoon in one hand and hold bowl in other hand. This helps to localize the bowl.

2. At first, put your hand directly over child's hand through complete process of returning spoon to bowl. Verbalize. Say, "Put the spoon in the bowl." Sit behind child as you guide him or her.

3. Begin by helping from mouth to bowl, then gradually reduce the amount of your assistance, until the child is performing independently.

+ May be acquired at later age by totally blind child

SELF-HELP 21

age 1-2

WASHES HANDS WITH SOAP AND WATER WITH ASSISTANCE

1. Use a small stool so child can reach sink.
2. Plug drain. Put a little water in sink. Tell child what you are doing. Keep soap in a consistent place that child can reach. Help blind child tactually examine everything.
3. Stand behind child and place his or her hands in sink. Move hands around in swirling motion until child does this independently.
4. Aid child to find the soap, pick it up, rub it between both hands. Reduce aid until child can do it without help.
5. Help child return hands to sink and rub in water until soap is all gone on hands.
6. Go through all steps in same sequence each time hands are washed. Verbalize each step as it happens.
7. Praise child for clean hands. Use scented soap and say that child's hands look and smell clean.
8. Have other family members wash at same time and talk about what they are doing.

SELF-HELP 22

age 1-2

TAKES OFF UNFASTENED HAT

1. Let child explore hat. Name it for him or her.
2. With hat on child's head, guide child's hand to the hat and give aid in pulling it off. Praise when hat is off. Decrease aid as child does more of task independently. Verbalize what you want child to do. Emphasize the words "on" and "off", so child will differentiate.
3. Practice by putting hats on and taking hats off dolls and other people.
4. Provide a variety of adults hats for child to practice with. Use baseball cap, nurses cap, rain hat, daddy's hat.

SELF-HELP 23

age 1-2

PUTS HAT ON

1. Give the child a hat and guide his or her hands to place it on head.
2. Use adult hats of different kinds for practice. Try a cowboy hat, ladies bonnet, straw hat.
3. Use a mirror for this activity. Let the child put a hat on others.
4. Put a hat on your head as child feels and watches. Then let the child have a turn.
5. Have child put hat on at appropriate times. Associate putting on hat with appropriate activities, like going outdoors or "bye-bye."

SELF-HELP 24

age 1-2

PULLS OFF SOCKS

1. Pull one sock almost off the foot and encourage child to complete the task by placing his or her hands on the sock and praising child for pulling it off. Use the same steps each time and verbalize what child is doing. Praise success.
2. Gradually let child pull more and more of the sock off his or her foot until child is able to remove sock completely.
3. Put a sticker or draw a little picture on child's toe, so that he or she will pull off sock to see it. Or put a small piece of wrapped candy in toe of sock for child.
4. Begin by using socks larger than the child's foot and gradually switch to smaller socks, as the child gains in skill.

SELF-HELP 25

age 1-2

PUSHES HEAD THROUGH NECK OPENING, ARMS THROUGH SLEEVES, LEGS THROUGH PANT LEGS

1. Hold arm opening near hand. Encourage child to put hand in opening and push arm through. Give physical help when necessary, then gradually reduce help. Praise child for pushing arm through without help. Follow same set of procedures for pushing legs through pants, and head through neck opening.
2. Wait for child to initiate movement, rather than always pushing it through for him or her.
3. Play "Peek-a-boo," saying, "Where is your hand?" When hand comes through, shake it and say, "Here's your hand!"
4. Initially use short pants and short sleeved or sleeveless shirts. As child gains in skill, use long sleeved shirts and pants.
5. Encourage child to explore clothing openings. Describe clothing and what it's for. Do this before pushing limb through it.

SELF-HELP 26

age 1-2

TAKES OFF SHOES WHEN LACES ARE UNTIED AND LOOSENED

1. Place one of child's hands on heel of shoe and the other one on toe, as child brings the foot toward him or her. Do this while child is sitting. Say, "Take off your shoe."
2. Sit behind child and put your hands over his or hers. Verbalize what you're doing and follow the same sequence each time. Encourage child to pull on the heel and take off shoe.
3. Begin with slightly larger shoes if possible, like an older brother or sister's shoe.
4. Place shoes just over the child's toes and encourage removal. Repeat by placing the shoe further and further on child's foot.
5. Encourage child to take shoes off other family members for practice or practice with dolls.
6. Pretend you can't get shoe off and encourage child to try. Praise highly if child succeeds.

SELF-HELP 27

age 1-2

TERMINATES BOTTLE FEEDING

1. Begin introducing cup drinking before bottle feeding is terminated. As child becomes proficient with cup, decrease the number of daily bottles.
2. Reduce amount of liquid in each bottle as cup drinking proceeds.
3. Put favorite liquids in cup only. Save bottle for less favorite liquids.
4. If bottle is part of bedtime routine, try substituting a cuddly doll or soothing music.
5. Choose time when child is in good health and there are no unusual stresses and strain in family setting before attempting to completely terminate bottle feeding.

SELF-HELP 28

age 1-2

HOLDS AND DRINKS FROM CUP WITH ONE HAND

1. Use a single handled cup.
2. Help child to use one hand by placing your hand around his or hers.
3. Gently restrain other hand by holding it or putting a cracker in it.
4. Place only a small amount of liquid in cup to avoid big spills.

SELF-HELP 29+

age 1-2

SCOOPS FOOD WITH SPOON

1. Use a high sided bowl to begin with, then a slope sided bowl and finally a plate.
2. Begin with foods which are easy to scoop and keep on spoon such as applesause, pudding, or mashed potatoes.
3. Have child grasp spoon, palm down. Build up handle with tape if necessary. Child's free hand should hold the bowl.
4. Stand behind the child and demonstrate the scooping motion by guiding child's hand and spoon. Scoop toward the child, beginning at back of bowl.
5. Verbalize each step, as you help the child. Have child listen to sound of spoon as it scrapes bottom of bowl.
6. If child has difficulty with bending his or her wrist to get the food on the spoon, emphasize this by breaking the motion into a "dip" and "scoop". Describe this to the child as you do it.
7. As child gains skill, reduce aid by moving your hand to child's wrist, then forearm, then elbow. Wait to see if the child anticipates next step without help.
8. Let child practice scooping at playtime. Use a sand shovel, mixing spoons and cups. Sand, cornmeal, dry beans, rice and peas are good material for scooping practice.

SELF-HELP 30+

age 1-2

PICKS UP AND REPLACES CUP UPRIGHT ON TABLE

1. Tell child a cup of milk (juice, water) is in front of him or her. Tap cup on table for a sound cue if child is totally blind. Say, "Pick up the cup and take a drink." Place your hands over child's and assist him or her to pick up the cup.
2. When child has taken a drink, put your hands over child's and aid child in returning cup to the table. Have child use both hands. Gradually reduce aid until child can do it independently. Verbalize each step.
3. Check the cup with the child to be sure it is "standing up straight" and cannot spill. Move hands up and down cup, emphasizing that the bottom of the cup meets the table.
4. Teach child to put cup in same place each time so it can be found easily. As child gains proficiency, have him or her check the table first so that the cup is not being placed on a plate or eating utensil.

+ May be acquired at later age by totally blind child

SELF-HELP 31

age 1-2

LOCATES AND PICKS UP OWN UTENSILS AT TABLE

1. Keep utensils in a consistent place. (Spoon always on right, cup behind plate.) Show and tell child where they are.

2. Help child reach for utensil. Encourage gentle searching movements to avoid spills and hands in plate. Verbalize as you assist child. Praise for effort and success as child becomes independent.

3. Use tray or placemat for place setting to contain area child must search, and to discourage confusion between child's and other's place settings.

SELF-HELP 32

age 1-2

SITS ON POTTY OR INFANT TOILET SEAT FOR 3 MINUTES

1. Keep a chart of child's urinating and defecating times. Begin putting child on potty when a pattern of wet and dry has been established. Child should be dry for periods of at least 30 minutes prior to being put on the potty.

2. Place potty chair in bathroom so this room is associated with urinating and defecating. Use consistent words for the potty chair and toilet, for urinating and defecating. When changing diapers, use the name of the particular function just performed so an association is developed between the name and the function.

3. If a potty seat is used, place a stool under the child's feet so they don't dangle.

4. Familiarize child with seat or potty, letting child explore it thoroughly. Verbalize what you want child to do while he or she is on potty.

5. Begin by choosing two times during the day when there is a likelihood the child will urinate. Seat child on potty and stay close by. Praise success.

6. Make this time as enjoyable and pleasant as possible. Do not require child to sit for longer than 3 minutes at first.

SELF-HELP 33

age 1-2

UNTIES SHOES

1. Use shoelaces with hardened ends. Show child hardened end and label as such. Crumple a shoelace in your fist with only the end sticking out. Have child locate and pull on this end until 4-5 inches of string are pulled out. Help at first, then withdraw aid till child can pull unassisted.

2. Have child pull the hardened end of laces tied on a big shoe. Begin by covering all of the laces but the ends with the palm of your hand. Gradually allow all of the laces to be exposed. Encourage child to look or feel for the hardened end.

3. After child has learned to pull hardened ends, teach him or her to put fingers under the crossed lace and pull up gently.

4. Emphasize pulling gently to avoid the formation of knots.

SELF-HELP 34

age 1-2

TAKES OFF COAT WHEN UNFASTENED

1. Use child's own coat so it is correct size and can easily be removed.

2. Start by having child remove coat when only one arm is in armhole.

3. If coat is large enough, help child hold each side of the opened coat and pull back. If child wiggles arms, coat will slide off easily.

4. After moving coat off shoulders, aid child in tugging at sleeve from behind back with other hand. The coat can then be removed easily. Continue until child can remove coat without help.

5. Encourage dressing and undressing of dolls.

6. Practice activity at functional times, as when child comes in from outdoors. Reward child for removing own coat with a special activity. "When your coat is off, we will........"

SELF-HELP 35

age 1-2

TAKES OFF PANTS WHEN UNFASTENED

1. Use loose fitting pants with elastic waistband.

2. Pull child's pants down to the point where only one pant leg is around the ankle. Have child sit and remove pants. Help when necessary by putting your hands over child's hands until task can be done independently.

3. Use same process with pants around both ankles.

4. Have child remove pants when they are around his knees.

5. Have child remove pants from below buttocks position.

6. Guide child's hands to reach inside waistband and hook thumbs on either side of pants. Assist to remove pants to below buttocks. Reduce aid until child can do task alone.

7. When all steps are learned, the child should pull pants down to just below knees in standing position, and then sit for rest of the task.

SELF-HELP 36

age 1-2

UNZIPS ZIPPER

1. Place a strong piece of string through hole in the zipper, or use a small bead strung with string and thread it through the hole. Have the child grasp the bead or string to move the zipper up and down. As child becomes proficient, remove the bead and begin to decrease size of string, having the child grasp the zipper pull.

2. Use a large zipper such as a jacket zipper to start, then gradually move to smaller sized zipper.

3. Stand behind child. Guide one of child's hands through zipping motion and use the other on the bottom of zipper to create tension. Gradually decrease aid.

4. When front zippers are mastered, introduce zippers on pants and side zippers.

5. Let child zip and unzip purse containing candy or a small toy.

SELF-HELP 37

age 1-2

URINATES OR DEFECATES OCCASIONALLY WHEN PLACED ON POTTY CHAIR OR TOILET

1. If child does not remain dry for 2 hours between wetting, he or she is not yet ready for training.
2. Allow child to watch you and rest of the family use the toilet. Talk about what you are doing.
3. Watch time carefully. When child may be ready to wet, put child on toilet. Keep sitting time to less than 5 minutes. Stay with child at first as he or she sits on potty.
4. Use the same words each time you speak of toileting - such as "potty, pee-pee, poop".
5. If child becomes frustrated, stop for a few days and then try again.
6. Encourage and praise if child is successful in toileting attempts. Do Not scold or punish. Let child flush as a reward.
7. Give the child a drink of liquid 10 minutes before potty time. Running water in the sink may increase the likelihood of urination.

SELF-HELP 38

age 2-3

DRIES HANDS WITH TOWEL

1. Install low towel bar so that child can reach it.
2. Sew child's name or patch on a special hand towel, so that the towel can be recognized by sight or touch.
3. Grasp child's wet hand and reach together for towel. Have child grasp towel with one hand and dry the back and then the front of the other hand. Then have child grasp the towel with the other hand and dry the back and front of the wet hand.
4. Gradually reduce assistance. Co-act only when child needs help.
5. Assist child when drying doll or pet with towel.
6. Give child opportunities to wash and dry hands at same time as other family members.

SELF-HELP 39

age 2-3

ZIPS ENGAGED ZIPPER

1. Use child's own clothing with zipper in front. Use paraffin to lubricate zipper so that it zips easily. Put bead, key ring, or other extension on zipper tab so that child can grasp it easily.
2. Stand behind child, and place his or her hands on yours. Engage the zipper and zip with the child's hands on yours. Practice.
3. Place one of the child's hands on the zipper tab and one at the bottom of the engaged zipper. Assist him or her to "zip up" to the top.
4. Release your hand from the child's an inch or two from the top of the zipper. When the child zips the last inch or so independently, increase the distance that he or she must zip independently. Begin with large zippers on jackets and progress to smaller ones, such as on pants.
5. Practice zipping just before an activity the child enjoys such as going outside or to the toy box.

SELF-HELP 40

age 2-3

UNSNAPS CLOTHING

1. Practice unsnapping with pop-beads or other toys that snap apart.
2. Begin with a single front opening snap on child's own shirt. Make sure that it unsnaps easily.
3. Stand behind the child. Place your hands over child's as you guide child to unsnap his or her shirt.
4. Help child find the top snap on his or her shirt. Put your hands on child's hands and grasp shirt on either side of the snap. Hands should be close to the snap. Assist the child to pull snaps apart.
5. Reduce assistance as child begins to unsnap own shirt.
6. Work on unsnapping just before a desired activity such as a bath or story.
7. Give child a snapping purse to play with.

SELF-HELP 41

age 2-3

STIRS LIQUID WITH SPOON

1. Use a heavy bowl with straight sides. Put two dry ingredients of different textures in the bowl such as cereal and raisins. Take the child's hand and stir or mix the ingredients explaining that, "We are stirring."
2. Place your hand on top of child's and grasp spoon. Stir dry ingredients together. Use other hand to help child examine the mixed contents of bowl.
3. Mix dry and wet substances such as pudding and water. Help child examine the results.
4. Help child stir his or her own favorite drink such as chocolate milk.
5. Reduce assistance as child begins to stir independently.

SELF-HELP 42

age 2-3

TAKES OFF PULLOVER SHIRT

1. Begin with loose, short sleeved shirt. Work from behind child.
2. Begin this activity just prior to a bath if bathing is something child enjoys.
3. Help child remove shirt by having child hold edge of one sleeve (or elbow of long sleeved shirt) and together, pulling up on sleeve until arm is out. Then do the same with other sleeve. Now place child's hand on neckband and assist in taking shirt off by pulling neckband over head.
4. After coacting the whole process, just coact the removal of both sleeves. Expect the child to remove the shirt when it is up to his or her neck, giving assistance as necessary, but slowly decreasing this help.
5. Next, coact just the removal of one sleeve and finally have child do entire process independently.
6. Be consistent in the methods and language used in each step.
7. For long sleeved shirt, teach child where the elbow is or initially sew a patch on the elbows of some shirts.

SELF-HELP 43

age 2-3

SUCKS LIQUID FROM GLASS OR CUP USING STRAW

1. Use sturdy, wide straws that will not collapse easily. Begin with short straws so the child draws the liquid only a short distance. Use child's favorite drink.

2. Demonstrate for the child allowing him or her to closely examine what you do. Place the child's hands on your cheeks and lips, then the straw, and the liquid so that the total process is examined. Let child hear you drink from the straw.

3. Place the end of the straw against his or her hand so that the child can feel the suction when you suck air through the straw.

4. Put the straw in liquid and cover the top end with one finger. Remove the straw from the cup and put the open end in the child's mouth, allowing a little to enter the mouth by slowly lifting your finger from the closed end.

5. Put the straw in a nearly horizontal position for the child so that a small suck will result in a taste of the liquid. Wait for the child to suck before letting more liquid go into his or her mouth. As straw is moved down requiring more sucking, insert straw into glass of liquid while child sucks.

6. Gradually use a longer and thinner straw.

7. Practice sucking motions without straw and have child feel your mouth, listen to the noise of you sucking air, and try to imitate you.

SELF-HELP 44

age 2-3

USES WORDS OR GESTURES INDICATING WET OR SOILED PANTS

1. Use consistent separate words or phrases for wet and soiled pants. Also, use these words when family members use the toilet. Encourage family members to announce their need to go to the bathroom, using these words.

2. Watch for signs of wet or soiled pants or the need to use the potty such as squirming, quieting, holding himself or herself, facial gestures, etc. When you see this, give the child the appropriate word and take him or her to the bathroom.

3. When child uses these words, praise and immediately take him or her to the bathroom.

4. Have child touch diapers as you are changing them, as you identify them as wet or soiled.

5. Praise use of words or gestures and do not punish lack of indication.

6. Always change child when he or she is wet or soiled. Child will come to enjoy being dry.

7. Use training pants during day. It is easier to determine if the child is wet or d

SELF-HELP 45

age 2-3

DRIES FACE WITH TOWEL

1. Guide child's hands in drying his or her face. Gradually decrease aid as child becomes more proficient.
2. Give child small towel that can be managed more easily.
3. Sew a special shape, texture, object or color on the towel so it is especially his or her towel.
4. Install low towel bar so child can reach it.
5. Sing a song about or recite consistently the different parts of the face as the child is drying it. Make this fun.

SELF-HELP 46

age 2-3

TURNS WATER FAUCET ON AND OFF

1. Give child step stool so that he or she can reach the sink. Explore the sink thoroughly, examining the pipes, the drain and the faucets.
2. Put both of child's hands on both of the faucets (if there are two) as you label them hot and cold. Turn the cold faucet on together as the other hand remains on the other faucet. Have the child explore the water coming out with both hands. Label this as cold. Let the child feel the water go down the drain. Put the child's hands on both faucets again as you label them. Now turn off the cold together.
3. Go through turning the cold water on and off many times, with one of the child's hands on the faucet and one feeling the flow of the water from the spout start and stop. Then do the same with the hot water, being careful to warn the child when the water gets too hot. You may explore the different pipes with the water on, as you did with it off.
4. After many times of coacting, reduce your assistance as the child does more of the turning independently.
5. Point out any objects that are consistently near the cold water, such as soap or toothbrushes. Put some tape on the cold water faucet at first. Do not let child do this independently unless you are sure he or she can differentiate hot and cold.
6. Loosen the faucets so the child can turn them on easily. Child may need a little help turning off drippy faucets.
7. Make adaptations for various types of faucets. When child is proficient at one faucet introduce him or her to many different types of faucets. Use this skill for bathing, too.

SELF-HELP 47

age 2-3

BRUSHES TEETH WITH HELP

1. Put tape on child's toothbrush to differentiate it from the rest of the familys'. Keep it in a special place that is easy to locate.

2. Help the child remove the cap from the toothpaste. Have the child hold the toothbrush in the other hand, with thumb touching base of bristles. Now help the child spread the toothpaste on the bristles.

3. Give child physical guidance during brushing, talking about the motions and pointing out the difference between top teeth and bottom teeth, front, sides, inside, and outside. Gradually reduce physical aid as you continue to give verbal cues and praise.

4. Use pleasant tasting toothpaste. You may have to experiment with different varieties.

5. Have family members brush teeth together and talk about what they are doing.

6. Sing song to tune of "Here We Go Round the Mulberry Bush", using, "This is the Way We Brush Our Teeth So Early in the Morning".....etc. Improvise for different parts of the day.

7. Teach child to rinse mouth. This may take a while. Most children swallow the water instead of spitting it out. Be patient.

SELF-HELP 48

age 2-3

TAKES OFF ALL CLOTHING THAT HAS BEEN UNFASTENED

1. Make it a nightly responsibility before bed or bath for child to get undressed. Continue to encourage child with verbal directions, and help or reteach a skill when necessary. Reward with a bubble bath or a "good night story".

2. Don't expect the child to take off all clothes independently, at first. Begin with just a few items that will result in being undressed. Start with underclothes such as socks, underpants and undershirts. Use loose fitting clothing and eliminate as many fasteners as possible (pullover shirts, elastic waistbands). Gradually increase the number of items you expect the child to remove.

3. Give child dolls to undress during playtime or before giving a doll a bath.

SELF-HELP 49

age 2-3

USES TOILET FOR URINATION AND BOWEL MOVEMENTS WHEN TAKEN BY ADULT

1. The child should have some regularity of bowel movements before he or she is expected to use the bathroom regularly. Before initiating training, chart the time of the child's bowel movements for one week. Use this as a guide as to the times to place child on the toilet.

2. For urination, watch for squirming or other body signals. Take the child frequently as determined by chart. A good time to catch the child with a full bladder is in the morning after waking.

3. Use a child's toilet seat and put a step stool near the toilet for the child to climb on so his or her feet won't be left dangling.

4. Stay with the child when put on the toilet or potty so you can express your pleasure and/or reward the child when he or she does urinate or defecate. Use consistent language to describe what the child is doing. Do not scold if the child doesn't perform. Don't make the child sit on the toilet more than 5 or 10 minutes. Try again later.

5. Allow and encourage the child to watch other family members use the toilet. Describe what they are doing. Allow the child to explore a toilet both before and after he or she uses it. Flushing is particularly interesting and may be used for a reward after elimination.

6. Teach the child to lift the toilet lid and replace it when finished.

7. Show child the opening of the toilet by tracing its edge. Guide child's hand to the opening as the other hand holds the rim. Tell child to drop the paper in. Again, allow the child to feel the inside of the toilet if he or she desires.

SELF-HELP 50

age 2-3

GETS DRINK FROM FAUCET WHEN STOOL OR STEPS ARE PROVIDED

1. Have a small stool or steps available to reach sink. Tape or mark cold water tap so child knows which one to turn on. Use a plastic glass at first.

2. Have child turn on the cold water. Keep a glass in a handy location so child can reach for it near the sink. Put your hands over child's around the upper part of the glass. Have child move glass toward the sound of the water and with one finger over the edge of the glass, feel the water entering the glass. The glass will also feel heavier. The child can place the glass down in the sink and shut the water off.

3. A prerequisite to this skill is the child's ability to hold a glass right side up with a minimum of spilling. Practice by having child take a filled glass of liquid from table to mouth and setting the glass back down on the table. Use the language, "Hold the glass straight."

SELF-HELP 51

age 2-3

PUTS ON SOCKS

1. Begin with loose fitting "tube" socks. Use socks with "heels" after pulling on socks has been learned.

2. Sit on the floor behind the child. Put child's hands on either side of the opening of the socks. With your hands on the child's, put the sock around the toes and pull it up over the heel and then the rest of the way. If the child's toes get stuck, show the child how to tug at the toe of the sock to free the toes so that the sock can be pulled up the rest of the way. Explain what you are doing as you go along. Do this together several times.

3. Coact the motion only up to a certain point and then expect the child to pull the sock the rest of the way. Decrease the amount that you are doing as the child becomes more proficient. Eventually lay the sock out and have the child find the opening and put it on.

4. When the child has mastered the entire process, introduce socks that have a colored or textured heel (you can sew something on it). Show the child how the heel fits correctly. Then show him or her how to position the sock with the heel downward before putting the foot in. Continue to help the child as necessary, until the child can do this independently.

SELF-HELP 52

age 2-3

FLUSHES AFTER TOILETING

1. Show child how to flush toilet by putting your hands over child's. Encourage child to do it on his or her own.

2. Give the child physical aid in locating the lever and pushing it down. Encourage child to do it giving assistance as necessary.

3. Show child many different types of toilets when he or she has mastered the one at home. Help child find the lever and show how to flush.

SELF-HELP 53

age 2-3

PLACES COAT ON HOOK

1. Have a visual or tactual clue next to the child's book. Place the hook at the child's height. Sew a large loop or metal chain in a semi-circle onto the inside of the coat collar.

2. Show the child the loop inside the coat. Practice having the child find this loop.

3. With your hands over the child's, hold the loop with one hand, and locate the hook with the other. Have the child grasp the hook, and bring the loop over the hook. Have the child feel the hook with the loop placed over it. Gradually expect more from the child as you decrease your aid. Give consistent verbal directions for each step.

3. Practice activity when it is appropriate as child comes in from outdoors with coat on.

SELF-HELP 54

age 2-3

REMOVES COAT FROM HOOK

1. Have child find the hook that is visually or tactually labeled as his or hers. Help the child find the loop that is over the hook.

2. Help the child lift the loop up with one hand and raise the coat up with the other hand. Then help the child pull the coat toward him or her.

3. Do this together repeatedly. Gradually decrease your aid as child is more proficient.

SELF-HELP 55

age 2-3

AVOIDS HAZARDS SUCH AS SHARP FURNITURE CORNERS, OPEN STAIRS AND HEATERS, WHEN IN A FAMILIAR PLACE

1. Put a clue in front of the hazardous area, such as a rug, a gate or a pillow.
2. When you see child approaching that area, warn the child that it is coming. You may want to provide a sound cue on the object as you say this (tap the furniture as you say, "Be careful. The edge of the table is sharp."). Continue to do this until child avoids the danger on his or her own.
3. Call attention to the sounds and feel of the heater.
4. Should the child accidently hurt himself or herself by not being alert to a hazard, don't punish further but take advantage of the opportunity by talking about avoiding the hazard in the future.
5. Blind children should learn self-protective techniques at later age. For now, help blind child walk with hand extended to help protect himself or herself.

SELF-HELP 56

age 2-3

USES NAPKINS WHEN REMINDED

1. Keep the napkin in the same place each time in relationship to the plate or bowl.
2. Tell child when he or she has food on face or hands. Have child feel the spot that has food on it. With your hands over child's, locate the napkin and wipe the spot.
3. Help child return napkin to the same place it was found. Tell child how nice a clean face looks. Reduce physical aid as you give only verbal clues.
4. Tell blind child that other family members are using a napkin.

SELF-HELP 57

age 2-3

PIERCES FOOD WITH FORK AND BRINGS TO MOUTH

1. Be sure to place child's plate, cup, silverware, in same position each day. Provide child with child size fork to examine. A divided tray is helpful.
2. Give child favorite chunky foods that will stay on a fork easily (hot dog, carrots, baked potato). Let child feel the food in the plate.
3. Working from behind the child, put your hand over his or hers on the fork, and have the child find a chunk of food with the other hand. Show the child how to pierce the food and allow him or her to feel the food once it is on the prongs of the fork.
4. Eventually, have child use a fork to find the food, rather than using hands. This should be done after child fully understands how to pierce food with a fork.
5. Tell blind child that other family members are using forks to pierce food.

SELF-HELP 58

age 2-3

UNBUCKLES BELT OR SHOES

1. Begin with a large belt buckle. Let the child explore the belt, the buckle, the holes and the pin. Name these parts of the belt for him or her. Verbalize each step as you go through it, together.
2. From behind the child, with your hands over his or hers, go through the unbuckling process. After doing this a few times, do all the steps and then ask the child to do the last step, independently, of pulling the belt out of the buckle. Gradually add one step at a time until the child can unbuckle completely.
3. Make sure the belt is positioned so that the child's dominant hand is the one that puts the pin in the hole.
4. After large belt buckles are mastered, introduce smaller buckles and buckles on shoes or dog collars.

SELF-HELP 59

age 2-3

UNBUTTONS LARGE BUTTONS

1. As a pre-buttoning activity, have child put buttons through slit in coffee can cover or shoe box lid. Have child take hold of the button after it goes through the lid.
2. Use a front buttoning vest or shirt with large buttons, preferably having not more than three or four buttons. Increase number of buttons and decrease size as child gains proficiency.
3. Show child the top, middle, bottom button (or number the buttons) and name the corresponding button holes as well. Tell child that we start unbuttoning from the top to the bottom.
4. Go through the whole process of unbuttoning many times and with consistent verbal directions. Then gradually decrease aid as child can do more and more of the steps independently. Introduce side and back unbuttoning after front unbuttoning.
5. When the child can unbutton independently, make this his or her responsibility in undressing.

SELF-HELP 60

age 2-3

AVOIDS TOILETING ACCIDENTS DURING DAY

1. Keep child in training pants and dress in elastic waist pants for easy removal.
2. Make sure that child knows where bathroom is and how to get there. When reminding child to use toilet, have child go into bathroom independently.
3. Gradually stop placing child on toilet regularly. Allow child to begin to tell you when he or she needs to use the bathroom. Provide child with stool or steps to get on toilet by self.
4. Ask at regular intervals (or if child shows signs of squirming) if child needs to use the bathroom. Be consistent about the words you use for expressing this need. Tell child to say this or go to the bathroom whenever he or she feels the need.
5. Praise the child verbally or with a special toy whenever he or she lets you know toileting needs.
6. When child is in unfamiliar place, tell him or her where the bathroom is or let child know that one is available so accidents can be avoided.
7. There might be infrequent accidents all through the preschool years due to excitement, concentration in play or sudden changes in routine. Accept toilet accidents calmly and don't punish or blame.

SELF-HELP 61

age 2-3

PUTS TOYS AWAY

1. Provide child with toy box or low shelves. Always return child's toys to proper place and tell child that is what you are doing. Explain that by doing so he or she can find them again.

2. Pick up toys together routinely. Make a game of it and/or have a reward for both of you when it's done. Have siblings participate, too.

3. Show child how to stand things up and straighten them, if they are on shelves.

4. After child understands this task, expect him or her to do more and more cleaning up. Encourage child to do this each time a toy is taken out before task becomes too hard and complex.

5. This task can be incorporated with learning to sort and categorize toys, beads, books, dolls or Legos.

SELF-HELP 62

age 2-3

PUTS ON SHOES OR BOOTS WITH HELP

1. Begin with slippers or any other tongueless, loose-fitting shoe.

2. Give child shoes to play with especially large adult shoes. Show child the different parts of a shoe, both when it is on the foot and off. Name the tongue, the sole, the heel and the laces.

3. Show child method of positioning shoe: Right shoe - Right hand holds tongue or upper part of the toe and left hand holds sole at heel. Then slide shoe over toe. Left hand applies pressure to position heel and wiggles it into place. Left shoe - Reverse hands. Follow same procedure.

4. Go through the whole process of putting a shoe on many times and with consistent verbal directions. Then gradually decrease aid as child can do more and more of the steps independently.

5. Boots - Have child feel opening where shoe will be inserted. Then help child put foot with shoe inside the boot. Sit behind child with your hands over his or hers. Help child tug at boot and encourage child to push foot while sitting or standing, depending on tightness of boot.

SELF-HELP 63

age 2-3

FINDS BACK OF CLOTHING

1. Sew tags or textured materials that are tactually distinguishable in the back of all garments that do not have labels. Have the child feel these labels and tell him or her they are in the back of the clothing.

2. When helping child get dressed, lay out the clothing in a specific way each time or have the child put the clothing over the head. Call attention to where the tag is. Then once the item is on, have the child check the tag and tell him or her that this is the correct way for the item to fit because the tag is in the back. (Child should be able to touch his or her back before doing this task.)

3. Give verbal clues as you position the clothing each time before having child put it on and gradually have child follow the directions with you. Say things like, "Put the shirt over your head, find the tag and move it to the back." Have the child touch each of these parts. Eventually reduce physical aid and have the child follow your verbal directions until child knows the entire sequence and performs the task independently.

4. When positioning pants, show child where the zipper, or pockets, or buttons are and explain that they need to be facing up before taking hold of the sides of the pants to pull them on.

SELF-HELP 64

age 2-3

PUTS ON COAT OR SHIRT (FRONT OPENING)

1. Begin with a short sleeved shirt or an oversized garment.

2. Sew tactually distinguishable tag on the inside of the collar. Show the child this and practice having him or her hold this part with the left hand, palm facing the tag. Help the child move his or her right arm across the body to find the opening of the sleeve on the opposite side. Encourage the child to push the arm through. Now have the right hand grab the collar and lift up a little behind the head so the left hand can locate the other sleeve and push the arm through. (This method is for a right handed student. Reverse the directions if student is left handed or more comfortable with the other way.)

3. If a jacket has a hood, the child can locate the hood and put it on his or her head and then reach back with arms to locate sleeves.

4. Go through this procedure with child daily, at appropriate times. Give consistent verbal directions as you assist. Gradually decrease assistance until child can do task with only verbal aid. Give small treat or praise for success and good efforts.

5. When child has mastered skill, make this his or her responsibility during dressing before going outside.

6. Use sibling's clothes or costumes for practice.

SELF-HELP 65

age 2-3

WASHES OWN ARMS AND LEGS IN BATH

1. Use two washcloths, one for mother and one for the child. Put soap on the washcloth and encourage child to wash own arms and legs. Praise child for washing self. Have child imitate your washing movements with his or her cloth.
2. Lather a limb and have child make the lather "disappear" by washing it off. Then have child lather the limb and you wash it off. Then have the child do both parts. Encourage child to wash the entire limb - top, bottom, back and front.
3. Let child play in the tub with toys, bubble bath, to make the bathing fun.
4. Let child give dolly a bath. Have siblings bathe together and wash each other.
5. Apply paint or shaving cream to limbs and have child wash it off.
6. Let child use different sponges, scrub brushes, washcloths to make this more fun.

SELF-HELP 66

age 3-4

FEEDS SELF ENTIRE MEAL USING SPOON AND FORK

1. Have child eat with family. Set place with fork, spoon, plate and glass. Give small helpings of food. Place food on plate in a set pattern. Perhaps meat in center front, vegetables to the right, potatoes or bread to the left.
2. Seat child with residual vision directly across from a good eating model.
3. Put fuzzy sticker on chart for each independently eaten meal or put a treat under child's plate as a reward if entire meal is eaten independently.
4. Help blind child, keeping one hand on plate so that it serves as a reference point. When beginning, blind child should be allowed to touch food on plate with fingers.
5. A piece of bread can serve as a pusher to prevent knocking food off plate. Use a dish with sides such as a pie plate or cake pan for child's plate until he or she is able to manipulate food without needing an edge.

SELF-HELP 67

age 3-4

WASHES FACE

1. Wash your hands and face and encourage child to imitate. Let blind child touch your hands and face as you wash.

2. Encourage child to look in mirror as he or she puts water on face. Put colored chalk mark or peanut butter on face and have child try to wash it off.

3. When using a wash-cloth, take hold of the child's hand and grasp the wash-cloth. Bring wash-cloth toward the child's face, say "Wash your face", and move cloth around mouth area. Progress to cheeks and forehead.

4. Verbal directions should include correct names of facial features.

5. Tell the child when finished washing face how nice and clean he or she looks.

SELF-HELP 68

age 3-4

PUTS ON PANTS

1. Use underpants or shorts until child gains the skill. Use pants with elastic waistband before pants with fasteners.

2. Lay pants so the waistband is directly in front of child with fastener facing up. Stand behind child. Put your hand over child's and grasp waistband, making opening for foot to go through pants leg. Slide leg all the way through. Do the same for other foot. Pull up pants to waist.

3. Pull pants up part way, then let child finish pulling up pants. As child becomes more proficient, decrease amount of physical and verbal aid. Gradually, let child do more and more of the task.

4. If child is having balancing problems, let him or her sit on bed or chair.

5. Guide blind child's hands to label in back of waist on elastic waistband pants, or bring attention to fly and use word "front" and "back" of pants and "front" and "back" of body.

SELF-HELP 69

age 3-4

POURS FROM SMALL PITCHER (6-8 OZ.) INTO GLASS

1. Have child practice with sand, cornmeal, dry rice or beans in pitcher before attempting liquids.

2. Use a small plastic pitcher which has a lid and small spout. Fill pitcher only 1/4 or 1/2 full; gradually increase amount of liquid. Be sure table is proper height for child so that he does not need to lift the pitcher above elbow level to pour.

3. Pour into a glass which is only as large as child can comfortably hold with one hand.

4. Show child how to place the glass and tip pitcher to pour. Have child touch tip of spout to rim of glass before pouring liquid. A finger in glass helps feel height of liquid.

5. Encourage pouring activities at bath time or in the kitchen sink. Play "tea party" with toy dishes. Use colored water and different sized containers for practice.

6. Allow child to help water plants.

SELF-HELP 70

age 3-4

PEELS 3 FOODS (BANANA, TANGERINE, EGG)

1. Use foods that the child enjoys to provide motivation. For the blind child, physically guide the child through the entire task first.

2. Hold child's fingers over peel and give complete physical aid in removing the entire peel. When this becomes a smooth process, help the child get the peel started and let him or her pull it the rest of the way off. Allow the child to pull the banana from the peel so that he or she has the satisfaction of completing the task.

3. Have blind child feel entire surface of food item before, during and after peeling.

SELF-HELP 71

age 3-4

PUTS ON PULLOVER SHIRT

1. Use shirt which has a label or other tactual clue in the back. At first use oversize shirt, preferably cotton rather than a heavier material which is difficult to handle.

2. Lay shirt on lap or flat surface with back of shirt up.

3. For blind child, physically guide the child through the entire task first until it becomes a smooth process.

4. With your hands over child's hands, help child grasp back of shirt at hem. Lift shirt and place head through shirt and neck opening. Help child push arm through shirt and out correct sleeve. Repeat procedure for other arm. Help child pull down shirt.

5. Decrease physical aid as child becomes more proficient. Decrease aid at final step and progress to first step in decreasing aid.

6. Even if it takes more time for child to dress, allow him or her to do it. Tell child what is expected. Plan schedules to allow for the extra time this may take in the morning. Visually impaired childs needs daily practice.

SELF-HELP 72

age 3-4

STAYS IN OWN UNFENCED YARD AREA

1. Take child outside with you when doing outdoor work. Tell and show child where his or her limits are and praise from time to time for staying within this area.

2. If child leaves yard area, immediately bring him or her back and remind child of the boundaries. Select definite boundaries such as the edge of a sidewalk.

3. When child consistently stays within own yard with you going with him or her, then let child go out alone for a short period of time (supervise through the window). If child stays within boundaries, praise and let child stay out for a longer period next time.

4. When child does go out alone, continue to watch from a window. If child leaves the yard, immediately return him or her to the house. Repeat again later in the day, reminding child of his or her limits.

5. Put a timer out in yard with child. Tell child to come in when the timer rings and if he or she has stayed in yard area during that time, child will get a treat. Next time increase amount of time on timer.

SELF-HELP 73

age 3-4

WIPES NOSE

1. Place tissues within easy reach of child. At first, tell child when to get a tissue. Show child how to wipe nose holding tissue with 2 hands. Have him or her imitate you.
2. Praise child for wiping own nose and throwing away tissue in waste paper basket.
3. Have child touch nose after wiping it to check if nose is clean.
4. Give physical aid in wiping if necessary. Praise child as he or she gains more skill.
5. Give child own hankies with his or her embroidered initial on them after independence is achieved.

SELF-HELP 74

age 3-4

WAKES FROM SLEEP DURING NIGHT TO USE TOILET OR STAYS DRY ALL NIGHT

1. Limit liquid intake before bed time. Use night light in bathroom and bedroom if needed by child.
2. Use stickers, happy faces, or fuzzy velcro on chart or inexpensive gifts or privileges to reward child for staying dry.
3. If bed is wet in morning, have child help change sheets. Do not punish or scold. Use plastic mattress cover or plastic sheet.
4. Initially wake child at a particular time during night to use bathroom. Gradually have him or her assume responsibility for getting up. Gradually increase time between when child goes to bed and when you wake child up to use toilet.
5. If the bathroom and child's bedroom are on different floors, place the potty chair in child's bedroom.
6. As you are taking child to toilet, ask child if he or she needs to go to the toilet to make child aware of why he or she was awakened.

SELF-HELP 75

age 3-4

MALE URINATES IN TOILET STANDING UP

1. Have other males model for the child.
2. Instruct child to stand in front of toilet, hold penis and urinate in toilet. Praise child, telling him he's a big boy when he stands to urinate. Don't expect perfect aim at first.
3. Make "boats" out of sheets of toilet paper and encourage child to aim at these and sink them.
4. Put chart in bathroom. Let child put smiley face or textured sticker on it when he urinates standing up.
5. Have child square off in front of toilet, touching the bowl with legs so body is aligned in front.
6. Tell blind child to listen for the sound of his urine as it splashes in the toilet bowl.

SELF-HELP 76

age 3-4

SNAPS CLOTHING

1. Show blind child the two parts of the snap. Help child snap by guiding hands. Practice initially with clothing on a hard surface. Then practice with clothing the child is wearing.
2. Stand behind child with your hands over child's. Show child how to locate bumpy snap half with one hand, and the holey half with the other hand. Guide child in placing hole over the bump and pushing together until engaged. Describe what you are doing.
3. Have child watch you snap as you describe what you are doing. Ask child to practice snapping while you give verbal instructions.
4. Begin by using very large snaps and gradually reduce size. Pop It Beads and blocks that snap together are good preliminary activities.
5. Use pants that are not too tight for practice. This avoids problem of having to hold pants together while snapping.

SELF-HELP 77

age 3-4

BLOWS NOSE

1. Instruct child on how to blow nose. Demonstrate what to do. Have blind child feel your face as you blow your own nose.

2. Help child at first by guiding hands and instructing on when to blow.

3. Place finger on one nostril to close it. Blind child will blow out the other nostril and feel air with finger. Repeat with other nostril.

4. Have the child wear clothing with a pocket. Give him or her a tissue to carry. Praise child when he or she uses it unassisted. Remind child when necessary.

SELF-HELP 78

age 3-4

AVOIDS COMMON DANGERS WHEN GIVEN VERBAL WARNING (BROKEN GLASS)

1. Use a single word like "danger" to warn of everything hazardous. Use this word forcefully, and only when really needed.

2. Blind child needs to have supervised (before and after) experience with hazard. Some blind children avoid touching and are overly concerned about the possibility of a burn, etc.

3. Help child examine unprotected edge of porch. Show him or her how far they would fall if they stepped off. Touch burner, side and front of stove when heat is off. Then place hand high above heated burner, and again touch sides and front of stove so child doesn't avoid whole stove unnessarily.

4. Explain hazard as simply and accurately as possible.

SELF-HELP 79

age 3-4

PLACES OWN DIRTY CLOTHING IN HAMPER OR BOX

1. Show child the location of the family's hamper. After undressing, help the child put the dirty clothes in the hamper. Give verbal and physical aid as needed.

2. Place a chart near the hamper. Reward child with tactual sticker or happy face when clothes have been put in hamper.

3. Give child his or her own hamper.

SELF-HELP 80

age 3-4

PUTS ON MITTENS

1. Demonstrate how the whole hand fits in the mitten with a special place for the thumb. Push whole hand in mitten. Find hole for thumb.

2. Use a comfortable size of mitten for child. Avoid using small or excessively large mittens.

3. Use mittens made to look like animal heads (buttons for eyes, red between thumb and hand for mouth) to motivate child.

4. Help child put on mitten at first. Reduce aid as child becomes more proficient.

5. Have child practice putting on mittens with bare hands and become proficient before teaching him or her how to put on the second mitten with hand that already has mitten on. Put mitten on dominant hand first.

6. Blind child may strongly resist having hands covered since they are the most sensitive contact with objects.

SELF HELP 81

age 4-5

BUTTONS OWN CLOTHING

1. Have child put on shirt or sweater with large buttons and practice buttoning these. Help child practice pushing a button through a slot in the lid of a shoe box. Cut off one end of the shoe box so that child can place left arm and hand under slot. Right hand pushes button through the slot. Left hand pulls button through as right hand releases.
2. Have child pinch button between thumb and index finger of left hand. Next, push thumb and index finger of right hand through button hole and grab button. After left hand releases button, left fingers should quickly hold fabric taut so right hand pulls button through hole.
3. Place a jacket or pajama top with large buttons on child. Button all but the bottom button. Have child button the bottom button. Next, have child button the last two buttons, the last three and finally the last four.
4. Show child how to match the top button with its buttonhole. If the bottom front tails of the shirt, pajamas or jacket match, then the shirt is buttoned correctly.
5. Encourage child to button own coat before going outside. If necessary, pull button through for child.
6. Take turns buttoning with child. You do one of the buttons, then he or she does one.
7. Some blind children use middle finger and thumb to button, rather than index finger and thumb. This may be more awkward for small button holes.

SELF-HELP 82

age 4-5

CLEANS UP SPILLS, GETTING OWN CLOTH

1. Have cleaning rag or sponge in a consistent place within easy reach of the child.
2. Encourage all family members to model cleaning their own spills.
3. As a regular habit, have child learn to clean his or her place at the table. Have child wipe in a systematic fashion across own eating area in a side-to-side manner so that no spots are unwiped. Verbalize this process (up, over, down, over, up, over).
4. Have child feel and examine area to be sure it's clean.
5. Do not punish for accidents, but praise for acceptable cleaning up of spills.

SELF-HELP 83

age 4-5

AVOIDS KNOWN POISONS (CLEANSERS)

1. Name poisonous substances for child and instruct child not to touch them.
2. Get bottles with child-proof tops. Caution child about putting any bottle in mouth.
3. Place two narrow strips of adhesive tape in X shape on container of cleanser. Show child this means poison in container and it is not to be eaten, only used for cleaning.
4. Place poisonous substances in a cupboard that is locked or too high for child to reach whenever possible.
5. Caution child not to eat or drink substances he or she does not know to be food unless told by an adult that it is safe.

SELF-HELP 84

age 4-5

PUTS COAT ON HANGER AND REPLACES HANGER ON LOW BAR

1. Grasp shirt in center of back near label. Place against center of chest. Take coat hanger near center and match to coat back center. Take right shoulder over right side of hanger and left shoulder over left side of hanger.
2. A heavy plastic coat hanger is firm and easier to handle.
3. Provide child with clothes rod at eye level. Demonstrate how to reach out and grasp rod with one hand, then, having found the rod, the child can hang coat on the rod.
4. Place open shirt on table top at child's level. Give child hanger. Provide physical guidance if necessary. Child should locate center collar, place hanger in shoulders one at a time.

SELF-HELP 85

age 4-5

INITIATES AND COMPLETES DRESSING AND UNDRESSING EXCEPT FASTENERS

1. Encourage child to take initiative in dressing. Allow the child to dress self even though it may take longer. Praise child for his or her initiative in taking care of dressing needs.
2. Allow child to begin selecting clothes to wear by giving choices: "Johnnie, would you like to wear your cords or jeans today?"
3. Telling child it is either time to dress or undress, say, "It's time to dress." Put tactual sticker on chart when child does so without further instruction.
4. At night, help child select clothing for next day. Put it out where child can easily reach it. Lay out child's clothing in the order it is to be put on. Gradually reduce this aid by getting out only the clothing the child cannot reach, and let him or her get out own underwear, shoes, and socks.
5. Help visually impaired or blind child learn to recognize garments by trim or texture, rather than color.

SELF-HELP 86

age 4-5

CLEARS PLACE AT TABLE

1. Show child where to put dishes and trash. Be sure other family members provide good models by clearing their own places. Use unbreakable dishes and glasses.
2. Praise child for helping clear the table, just as others do.
3. Initially, provide help and verbal reminders to clear place. Later, reinforce only independent completion of clearing activities.
4. Assist child to carry only what is easily managed in one trip.
5. Assist blind child by helping him or her hold plate level. At first, place only silver on plate to be carried, then add glass.

SELF-HELP 87

age 4-5

HANGS UP WASH CLOTH AND TOWEL

1. Have child squeeze water out of wash cloth before hanging it up.
2. Work with child in folding the wash cloth and towel in half, lengthwise, and then hanging it over rack.
3. Have the child feel wash cloth or towel to make sure it is securely over rack.

SELF-HELP 88

age 4-5

CARRIES CONTAINER FILLED WITH LIQUID WITHOUT SPILLING

1. Begin with a container that the child can grasp easily such as a two-handled cup. Put in a few large objects first, such as blocks, then fill only part way with smaller objects such as raisins, lima beans or sand. Gradually fill the cup with greater amounts of the substance working from the largest to the smallest. Finally fill the container with a small amount of liquid. Increase the amount until the child can carry a filled cup of liquid into another room.
2. Use physical aid if necessary by walking behind the child with your hands over his or hers on the container. Reduce aid with proficiency.
3. Be prepared for spills and do not scold. Encourage good efforts. Let child feel the spill. This task requires practice and patience.
4. Outdoors and at the beach would be good opportunities for practicing this task. Use the sandbox at school or at the park.
5. Have child help you serve drinks to family and guests.

SELF-HELP 89

age 4-5

WASHES AND DRIES HANDS AND FACE AT APPROPRIATE TIMES

1. Remind child when to wash hands and face. Praise child each time he or she completes this task successfully without reminders.
2. Explain why child is to wash hands after toileting and before meals.
3. Let child have a special bar of soap, towel, and wash cloth in easily reached place.
4. Provide steps or stool for child to use in reaching sink and faucet.
5. Put a chart up in the bathroom and let child put a smiley face or tactual sticker up when hands and face are washed and dried at appropriate times. Have child drain sink and hang up towel as part of task.

SELF-HELP 90

age 4-5

WIPES SELF AFTER TOILETING

1. When child needs to be wiped after using the toilet, gently wipe him or her. After you finish, wrap some toilet paper around the preferred hand and guide the child so his or her hand does the wiping.
2. Do this activity with the child, giving all the physical and verbal aid needed. Gradually reduce your aid.
3. Place a chart in bathroom and when child has wiped him or herself successfully, allow child to put a happy face or tactual sticker on chart.

SELF-HELP 91

age 4-5

BATHES SELF

1. Place a non-slip mat in tub. Use verbal instructions to remind child to wash all parts of body. Gradually reduce amount of instructions and reminders.
2. Let child play with small toy boat or other floating toy if he or she bathes independently.
3. Use an animal shaped colorful sponge for washing.
4. Give child a choice between 2 different brightly colored towels or towels of different textures, if he or she washes successfully.

SELF-HELP 92

age 4-5

USES KNIFE FOR SPREADING

1. Keep spreadables soft. Use toast, as it will not tear as easily.
2. Use a dull knife with a large, easy to hold handle.
3. Show child how to spread. Begin at one side of toast and gradually spread to other side. Encourage imitation.
4. Use favorite spreadables (peanut butter, jam, honey) as rewards.
5. Guide child's hand at first, and gradually reduce aid.
6. Have blind child use fingers as a guide, feeling sides of toast. Spread from one side to fingers on other side.
7. Jelly, butter, jam, and honey could be identified by a special container or visual or tactual sticker so that child could select his or her choice spread.

SELF-HELP 93

age 4-5

BUCKLES BELT OR SHOES

1. Practice with belt on table. Physically help child buckle and unbuckle. Gradually reduce aid and begin practicing on belt child is wearing.

2. Use belt with large buckle at first. When child is proficient with large buckle, reduce the size to one more appropriate for a child.

3. Have child stand in front of you. With your hand over child's, find buckle with one hand. Locate the tapered end with other hand. Pull tapered end back and locate prong with other hand. Using index finger, push prong against belt and wiggle until it slips into a hole. Bring tapered end back over the prong and slide it through the belt loop. Be sure the hole is larger than the prong so that it will easily slip into place.

4. Go through process of letting child perform last step in buckling in reverse order. You do all steps but let Child complete the last one. As child masters one step, have him or her perform more steps until child can do all.

SELF-HELP 94

age 4-5

PUTS BELT THROUGH BELT LOOPS

1. Have child feel and count the belt loops on his or her pants before beginning to thread the belt through. Locate the loops at the right side, middle back, and left side.

2. Use loops that are bigger than belt so that belt slides through easily. Use pants with few loops and expect that only one be threaded at first.

3. Have child put on pants with belt loops. Begin with loop closest to fastener. Put tapered end of belt through loop and pull to next loop. When belt is threaded through side loop, switch hands by reaching around to locate loop and pull belt to next loop. Continue until belt is threaded through all loops.

SELF-HELP 95

age 4-5

SERVES SELF AT TABLE

1. Begin with "finger foods" such as sandwiches or cookies, proceed to foods that adhere to spoon such as mashed potatoes, then try unsticky food like peas or beans.
2. Use plastic dishes and large serving spoon. Use serving dish with low sides at first.
3. Guide child's hand completely through first few trials and give verbal instructions.
4. Hold serving bowl close to child's plate to avoid spills.
5. Remind child to place servings on opposite sides of plates to avoid pile ups.
6. Show child the difference between big and little spoonfuls or servings. Let child choose the amount he or she wishes.

SELF-HELP 96

age 4-5

HELPS SET TABLE

1. Keep silver in a drawer or container that separates knives, forks and spoons.
2. Help child count the correct number by counting with him or her.
3. Keep dishes in a low cupboard, or put them on a low counter so child can easily reach them to help.
4. You set one place at table for a model. Let child set the remaining places.
5. Set the table in a consistent manner with the child the first few times, then gradually reduce your help. Praise child for helping. Tell family how child helped set table.
6. Set a small tray or place at table. Have the child feel and examine these utensils in their position. You may need to teach placement of each item separately, then proceed to setting each place at the table.
7. You set up the places eliminating the plate perhaps, or a utensil. See if the child can provide the missing object. Put everything out but spoons, and have child complete. Then put everything out but spoons and forks.

SELF-HELP 97

age 4-5

PUTS TOOTHPASTE ON TOOTHBRUSH

1. Show child how to hold tube without squeezing it too hard while cap is removed.

2. Have a consistent place to set the cap so finding it is not difficult.

3. Help child hold toothbrush upright with thumb extended next to bristles. Assist child with toothpaste tube in other hand. Squeeze gently and pull tube from thumb across top of bristles.

4. Give physical and verbal aid as needed. Decrease aid gradually.

5. Blind child might squeeze toothpaste on finger first, in order to feel how much paste is used. Finger can then be wiped on toothbrush. It is hard for a blind child to get an adequate amount on brush otherwise.

SELF-HELP 98

age 4-5

COMBS OR BRUSHES HAIR

1. Encourage child to watch you comb and brush your hair. Blind child can be helped to feel process of combing and brushing hair on family members.

2. Give child his or her own comb and brush. Help unsnarl tangles before child begins brushing and combing. Wide tooth comb causes fewer snarls.

3. Have blind child use both hands at once. One hand finds place, other hand combs or brushes. Child should move hands gradually around head and more systematically, so no area is skipped, especially crown of head.

4. If child combs hair well, allow to choose a bright bow or barrette to wear. Praise child for doing a good job and looking nice.

5. Practice combing doll's hair with a doll's comb or practice combing Daddy and Mommy's hair.

SELF-HELP 99

age 4-5

BRUSHES TEETH

1. Help child make this a habit by taking him or her with you each day when you brush. Brush at same time every day if possible.
2. Set up a star, happy face, or tactual sticker chart to reward good brushing.
3. Use a child sized toothbrush. Let child select his or her own in the store.
4. Give child physical and verbal aid by grasping his or her wrist and moving the arm and hand. Give verbal aid throughout the process. Decrease aid gradually as child becomes more proficient.
5. Have child run tongue over teeth to feel if they're clean.
6. Be sure child uses same brushing technique each time so teeth are thoroughly brushed.
7. Have child rinse toothbrush under water from faucet before putting away.

SELF-HELP 100

age 4-5

USES TOILET INDEPENDENTLY

1. When child knows how to get to the bathroom independently, pull pants down, use toilet, get toilet paper and wipe appropriately, flush toilet and pull pants up, he or she can begin to take complete control of his or her elimination activities.
2. Verbally relate the sequence of actions needed to complete toileting. Do this often with child until child can tell you what comes next in the sequence. Always do this after child has indicated the need to use the toilet.
3. When child knows the sequence, tell him or her you will watch part of the procedure while he or she does it independently. Praise for success. Increase the number of steps you expect the child to do alone. Gradually work towards being in another room while this is happening and praise when child completes his or her toileting.
4. When you have observed independent toileting a few times, inform the child that he or she can do this without an adult's supervision. Make a game of child surprising you when he or she is all finished.

SELF-HELP 101

age 5-6

PUTS ZIPPER FOOT IN CATCH

1. Show child visually or tactually how zipper fits together at the base. Make sure catch works easily.
2. Hold catch for child as he or she puts zipper foot in and zips.
3. Practice activity first with article of clothing on table, then progress to clothing being worn by child.
4. Praise child for inserting foot in catch and zipping without aid.
5. Begin with large zipper and gradually reduce the size.

SELF-HELP 102

age 5-6

LACES SHOES

1. Use a lacing board with four eyes. Ask child to imitate lacing motions. As child gains skill, progress to lacing board with more eyes. Next, have child lace his or her own shoes. Have child lace shoe when it is off child's foot, before he or she attempts to lace with shoe on foot.
2. Practice on adult shoe. This could be placed on child's foot for practice.
3. Tie a white lace and a black lace together and use as one lace in large shoe for practice. This will help child remember which side to release and pick up as he or she laces. If child needs help, give verbal instructions using colors for cue. Blind child can use laces of different textures - flat lace and round lace.
4. Tell child a story such as, "Here's Mr. Rabbit (shoe lace). He runs across the road and jumps in his hole."
5. Take turns. You lace one side and the child laces the other.
6. Aid child to lace all holes but the last one which child laces unaided. As child becomes more proficient, let him or her complete more of the task independently.

SELF-HELP 103

age 5-6

TIES SHOES

1. When beginning to tie, use flat, easy to grasp laces. Round ones are slippery and harder to tie.
2. Physically guide child through task by placing your hands over child's. Pick up ends of strings and cross. Place one string under other string and pull tight making a simple knot. Practice this part of task gradually reducing your physical assistance until child can do task independently.
3. Guide child to make a loop and hold at base with non-dominant hand. Call it a "tree". Pick up end of other string - call it a "rabbit" and say "Rabbit runs around the tree," as you assist child in wrapping string around loop and finger holding loop. Help child tuck string into hole as you say "Rabbit jumps in the hole." Guide child in grasping both loops and pulling tight. Practice the entire task gradually reducing your physical assistance, until child is able to do task independently.
4. Alternate method: Cross laces and pull tight. Place one end under other to make simple knot. Pull tight. Make 2 bunny ears, one with each lace. Cross bunny ears one over the other. Make simple knot with bunny ears and pull tight. Result looks the same as more difficult process.

SELF-HELP 104

age 5-6

DOES ONE HOUSEHOLD TASK REGULARLY

1. Choose task that child can easily do (straighten books, clean toy room, clear table).
2. Keep activity chart on bedroom wall or on refrigerator. Have child draw happy faces or put up fuzzy stickers when tasks are completed.
3. Praise child for carrying out responsibility.
4. Let child choose between two tasks to do for the week.

SELF-HELP 105

age 5-6

OBTAINS CLOTHING FROM CLOSET OR DRAWER

1. Try to keep articles of clothing in same location.
2. Hang clothing at eye level.
3. Discuss with child what clothing will be needed (type of article and color).
4. Lay out tomorrow's clothing before bedtime. This helps to avoid early morning rush.

SELF-HELP 106

age 5-6

PASSES SERVING DISH AT TABLE

1. Make sure serving dishes are not too heavy or hot.
2. Allow for extra time while child learns task. Reinforce successful passing of dishes.
3. Assist child in holding dish while he or she is learning to pass. Decrease assistance as task is learned.
4. Stress holding passed dish with both hands.
5. Remind child to keep holding dish until next person is holding it firmly. Use verbal reminders.
6. Posture is important. Remind child to hold up head and sit straight. Turn body at waist to pass dishes. This helps keep dish level.
7. Blind child accepting dish should be cued with, "Would you like some...." As child passes dish, he or she says, "Would you like some....."
8. Blind child should not release dish until next person says, "Thank you", or indicates he or she has hold of it.

SELF-HELP 107

age 5-6

PREPARES COLD CEREAL

1. Keep cereal and bowls in easy to reach place. Store milk in easy to pour container. Use unbreakable bowls. Begin with individual serving boxes.
2. Give physical aid and verbal cues as needed in opening the box and pouring into bowl. Reduce aid gradually.
3. Have blind child pour milk with one hand and hold bowl with the other. Put finger over bowl side to tell when bowl is full.
4. If sugar is used, allow blind child to tactually check loaded sugar spoon.
5. Give child treat of raisins or bananas on cereal for independent completion.

SELF-HELP 108

age 5-6

ADJUSTS WATER TEMPERATURE IN SINK OR TUB

1. Mark faucet handles as hot or cold. Discuss with child how they work. The more you turn, the more hot or cold water will come out.
2. Adjust water temperature so it is warm. Tell child to make water colder or hotter. Provide assistance as needed.
3. Help child practice adjusting temperature in sink first. Show child how to turn faucets to obtain a good mix of hot and cold water.
4. Let him or her practice adjusting water for you as you take a bath.
5. Instruct child to always turn on cold water first, for safety.
6. Teach the running and adjusting of bath water from outside the tub.

SELF-HELP 109

age 5-6

PREPARES BATH

1. Keep bath toys, soap and wash cloths in easy to reach convenient location so child can secure these for his or her bath.
2. Teach child how to plug and unplug drain and control mechanism that adjusts water (on-off and hot-cold).
3. Show child how to gauge water depth by feeling water level or comparing water height in relation to overflow drain.
4. Remind child that it is not necessary to fill the tub completely.
5. An adult should be present while child is learning to run water.
6. Child should be shown that water level will rise as he gets into the tub.

SELF-HELP 110

age 5-6

CUTS SOFT FOODS WITH KNIFE (BANANA, BAKED POTATO)

1. Use table knife with serrated edge, so cutting edge is obvious.
2. Show child how to cut. Guide child's hands through sawing motion. Reduce help as child gains skill.
3. Let child slice bananas for jello for the family's meal. Praise the effort.
4. Let child practice cutting at playtime. Use a plastic knife or popsicle stick to cut sand or playdough.

SELF-HELP 111[+]

age 5-6

STOPS AT CURB, LISTENS, LOOKS BOTH WAYS, AND CROSSES STREET WITHOUT VERBAL REMINDERS BUT WITH SUPERVISION

1. Tell child when you are approaching a curb. Explain why it is important to stop. Let child feel a curb, expecially at a corner crossing. Point out the "corner" or the curve where two streets meet. Name the streets around your house.

2. Whenever crossing streets, call attention to cars passing. Play a game, having child tell you when he or she hears a car coming. Take turns doing this. You can expand on this by first telling the child when the car is just in front of you and then having the child do the same.

3. When the child can hear cars coming, talk about direction they are coming from. Take the child's hand and point and/or turn the child's head in the direction of the car. Do this until the child can tell you the direction by pointing or turning or verbalizing left-right.

4. As you cross streets together, emphasize the proper procedure for crossing: stop at the curb, look and listen for vehicles from both directions, wait for them to pass, look and listen again, cross the street only when there are no more vehicles approaching. Walk quickly until you are all the way across the street. (This procedure is for an intersection without lights or cross guards.) Go through this procedure consistently until the child can remember it and perform the steps independently while under your supervision. You can tell all the steps but the last and have the child remember just one step. Then continually increase the number of steps the child is to remember until he or she can remember it all.

[+] May be acquired at later age by totally blind child

SELF-HELP 112

age 5-6

MALE USES URINAL

1. Teach child to "square off" by putting toes of shoes against rim at base of urinal and both hands against sides of urinal.

2. When child is squarely facing urinal, help him return hands to loosen clothing while keeping body "squared".

3. Give verbal instructions and praise for success.

4. Since urinals vary, assist blind boys to become oriented each time he encounters a different urinal.

SELF-HELP 113

age 5-6

LOCATES CORRECT TOILET IN FAMILIAR PUBLIC PLACE (PARK)

1. When out in public places, tell child that sometimes there are separate rooms for boys' and girls' (men's and women's) toilets.

2. Pick a public place that you visit frequently such as the park, movie theatre, museum, etc., and show the child where the correct toilet is. Give the child landmarks to look for and a specific path to get to this place. Go together many times and then let the child complete the last part of the path. Gradually increase the distance the child walks independently.

3. Have an adult orient the child to the correct toilet area, showing the child where the toilet, sink, toilet paper and towels are, and how to use the flush and faucets if they are different from the ones at home.

4. After the child can find the toilet and has been oriented to it, encourage him or her to use this skill and praise for independence.

5. Teach child where toilets are in other familiar places as well as friends' and relatives' homes. Review the path of a particular place when a long period of time has elapsed since the last visit.

SELF-HELP 114

age 5-6

OPENS MILK CARTON

1. Begin with an empty pint carton. Loosen the opening and demonstrate how to open the carton by co-acting with the child.

2. Put child's thumbs under opening. Use other fingers to hold carton steady. Say, "Lift your thumbs!" Gradually reduce help until child completes the task.

3. Examine carton to determine tactual clue with regard to which side to open. Sometimes staple is on opposite side of opening.

SELF-HELP 115

age 5-6

PICKS UP, CARRIES, SETS DOWN FILLED TRAY

1. Use tray, if possible, that has short sides. Fill with large objects such as fruit or blocks. Have child lift the tray by putting hands on either side of tray, lifting up, putting one side against stomach. If necessary, walk behind child with your hands over his or hers, helping with balancing the tray. Give verbal encouragement as child works at this. Reduce aid with proficiency.
2. Have child carry snacks in tray to different family members.
3. Increase amount of items on tray. Have child carry liquids in containers after some skill is gained.
4. When setting down tray, have child feel table or counter with legs and trunk and then begin to stretch arms slowly out and move tray slowly down or up, depending on height of surface. Use physical guidance as necessary, until independence is gained.
5. Prepare for dropping and spilling. Do this in an area which is easy to clean. Do not scold child for spills. This is part of the practice he or she needs to learn the proper angle to hold a tray so as to avoid spills.

SELF-HELP 116

age 5-6

TIES HOOD STRINGS

1. Select time just before playing outdoors so child is motivated to complete the task.
2. Begin with hood on table and progress to tying hood strings while hood is being worn.
3. Give verbal and physical aid as needed. Decrease your aid gradually.
4. Blind child should learn to tie hood strings while wearing hood. Lay right string across left string. Hold right string taut in left hand and proceed in step by step manner. Repeat steps exactly each time you practice.

SELF-HELP 117

age 5-6

BUCKLES OWN SEAT BELT IN CAR

1. Have family members provide good example by always "buckling up." Show child how to buckle belt in car. Give verbal instructions as child buckles belt.
2. Physically guide child's hands through motions of buckling. Gradually reduce aid.
3. Don't do task for child once he or she has learned how. Wait to start the car until child has buckled seat belt.
4. Since belts are different in various cars, expect this skill in only those cars that child is in frequently.

SELF-HELP 118

age 5-6

SELECTS APPROPRIATE CLOTHING FOR TEMPERATURE AND OCCASION

1. Help child select clothing for each day. Ask, "Is it raining?" "What do you need to wear to keep dry?" Praise appropriate choices.
2. Look through clothing section of catalog. Talk about when and where people wear certain items (rain coats, swimsuits, dresses).
3. Use paper dolls or toy doll. Describe a particular kind of day to child, and have him or her choose appropriate clothing for the dolls.
4. At first, only have a choice of 2-3 items of clothing for the child. As he or she gains skill, let choice be independent for child. If choices are inappropriate, explain why another item of clothing might be better.

SELF-HELP 119

age 5-6

MAKES OWN BED

1. Co-act the making of a bed. Have the child feel the positions of sheets, blankets, pillow and bedspread.
2. Begin by having child complete the last step of the task, and progressively add more steps till the child makes the bed independently.
3. Give the child physical and verbal aid as needed. Reduce aid gradually.
4. Put a chart on child's bedroom wall, and when bed is made independently, give child a tactual sticker or happy face and lots of praise.

SELF-HELP 120

age 5-6

DIALS ONE TELEPHONE NUMBER CORRECTLY

1. Orient child to where telephone is kept. Show child various parts of a telephone: receiver, buttons, dial, etc. Point out the numbers and the "dial stopper". Explain that the numbers are in order from 1 to 9 and then 0 around the dial in a counterclockwise direction. Show what this means by taking child's index finger and touch the stopper. Slowly move up the dial until the child's finger finds the first hole. Continue around the dial with the child's finger.
2. Ask the child to find various numbers on the dial. Demonstrate turning the dial until you reach the stopper and then pull finger out immediately. Have child practice this.
3. Ask child who he or she would like to learn to call. Write the number down or teach child to memorize it.
4. If child has vision, but the numbers on the phone are too small, you can order a large print dial from the American Foundation for the Blind. It is inexpensive and fits right over your existing numbers.
5. Help blind child count backwards. Show child how to find the stopper and move around the dial from 0, 9, 8... to 1.
6. If child is learning a push button telephone, orient the child to the three rows: top, middle and bottom. Then show the child the numbers in left to right sequence. Children should eventually be taught both types of telephones.

SELF-HELP 121

age 5-6

FOLDS SIMPLE CLOTHING (T-SHIRTS, SOCKS)

1. Help child locate top, bottom and sides of clothing. Lay it out on a flat surface. Fold clothing in half by having child feel the edges and make it even.
2. Co-act folding with the child and gradually reduce physical and verbal aid.
3. Use terms "right side, left side, fold up and down". Be sure child verbalizes descriptions of what he or she is doing.

SELF-HELP 122

age 5-6

PUTS FOLDED CLOTHING ON SHELF OR IN DRAWER

1. Give child a special drawer or shelf in bedroom. Make sure drawers and shelves are at an easily reached height.
2. Be consistent about where each clothing item should be placed. Make sure child is consistent, too. Ask, "Are your socks on the left side of the drawer, etc?" Repeat verbal locations.
3. Give verbal and physical aid as needed. Decrease aid gradually.
4. Have child put own clothes away all the time. This should be a routine task.
5. Put chart in child's room. Reward when task is done well.
6. Use basket or other container allowing free hand for blind child to help with safe movement.

SELF-HELP 123

age 5-6

PREPARES SANDWICH

1. Keep items child will need in easy to reach place.

2. Use sandwich ingredients which will spread easily on the bread. Make simple sandwich first with only one or two ingredients.

3. Have child observe and imitate steps in making a sandwich, then make sandwich on his or her own.

4. Help child make fancy sandwiches with cookie cutters by cutting out matching shapes of bread, cheese slices, and cold meat.

5. Show child top, bottom, left side, right side, when touching sandwich. This reinforces systematic examination and use of terms essential to visually impaired and blind children.

6. Use serrated table knife to cut sandwich in half.

SELF-HELP 124

age 5-6

SWEEPS SMALL ROOM WITH BROOM

1. Use small scale broom if possible. Let child see and/or feel the brush and move across the floor. Look and feel the clean area as opposed to the area that is still dirty. (You might put some tactual "dirt" such as rice on the floor when teaching this to the totally blind child.)

2. Have the child hold onto the handle as you make a sweeping motion with the broom. Divide a small room into sections, verbally naming each section such as, "the sink area, the table area, etc". Sweep each section systematically towards a predetermined space, preferably near a wall. Emphasize sweeping in the direction of that wall.

3. When all the dirt is in one area, let child look and/or feel it. Show the child how to sweep towards a dust pan that another person holds for him or her.

4. Have child routinely help with sweeping. Praise for the assistance and contribution to household chores.

SELF-HELP 125

age 5-6

PREPARES SACK LUNCH

1. Keep sacks, foil and sandwich bags in a consistent, easy to reach place.
2. Give physical and verbal aid in wrapping sandwiches and loose food items. Decrease aid as child becomes proficient.
3. Help child put heaviest items in bottom of sack. Use terms heaviest/lightest to describe items.
4. Initially, hand items to child to put in sack. Gradually reduce aid so child must locate and pack each item without assistance.
5. Make lunch packing a routine, use praise for successful packing of own and other family members lunches.
6. Have a weekend picnic and allow child to help pack the lunch for everyone.
7. If child uses a lunch bucket, use consistent arrangement when packing it.

SELF-HELP 126

age 5-6

USES SALT AND PEPPER SHAKERS

1. Teach blind child to shake into palm of hand and then touch and taste to check if it is salt or pepper. Then turn hand over so salt or pepper falls on food.
2. Shakers that are different shapes or ones with a raised S or P help at home.
3. Stress conservative use of salt and pepper. You may need to give verbal reminders.

SELF-HELP 127+

age 5-6

WALKS TO SCHOOL, PLAYGROUND, OR STORE WITHIN 2 BLOCKS OF HOME INDEPENDENTLY

1. Select a site two blocks distance from home that is a place the child wants to go (grocery store, playground).
2. Walk two blocks with the child every day for an extended period or until the child seems very familiar with the route. Point out important landmarks including tactual clues such as broken stretch of sidewalk, brick wall, prickly hedge, and fire hydrant.
3. Repeat this procedure but walk several paces behind the child giving verbal encouragement and clues only as needed.
4. Walk half a block ahead of the child, call the child, and watch carefully giving verbal assistance only as needed. Stand midway between the two blocks and give assistance as little as possible.
5. Have the child walk the two blocks independently when he or she seems ready but carefully supervise the process.
6. The totally blind child may need the assistance of an orientation and mobility specialist for this task, especially if traffic is involved.

+ May be acquired at later age by totally blind child

SOCIALIZATION 1

age 0-1

QUIETS OR CHANGES BODY MOVEMENT IN RESPONSE TO TOUCH, SIGHT OR SOUND OF FAMILIAR PERSON

1. Offer close bodily contact to quiet crying child. Rock baby gently while speaking softly or humming. While baby is very small, carry in a front sling while doing routine work.
2. Move the child in infant seat or stroller with you about the house.
3. Let child discover the smells and sounds of each area of the house, as well as the sound you make while working there. Make frequent voice and touch contact.
4. As you move away, talk with child about what you are doing. (It is best to eliminate background noises, radio and T.V., so that the distinct sounds of that place will become as apparent as your presence.)
5. While dressing, changing, feeding, bathing, tell the infant what you are doing.
6. The bodily contact present during feeding is important to a close parent/infant relationship.

SOCIALIZATION 2*

age 0-1

WATCHES PERSON MOVING DIRECTLY IN LINE OF VISION

1. Wear bright colored clothing and stand 1 to 2 feet in front of child. Make movements to gain and keep child's attention.
2. Place sound producing object (bells) on clothing and move in front of child.
3. Talk to child; vary voice tones.

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*May not be approoriate for totally blind child

SOCIALIZATION 3

age 0-1

SMILES IN RESPONSE TO ATTENTION BY FAMILIAR PERSON

1. Play happy games with the child at dressing and changing time. Tickle feet and hands, blow on tummy, and snuggle often.
2. Play "Peek-a-boo" with a towel over child's face. Ask, "Where's Suzie?" and respond by pulling cloth off and touching child's face, cheek to cheek.
3. Pull child's arms outward from body and blow on bare chest.
4. Make a game of calling child's name from a distance and repeat as you approach. When very close, say "There she/he is!" and give a big hug.
5. When child smiles, smile and laugh back; repeat what has caused smile.
6. Tickle other parts of the body - ears seem particularly fun for a child. Play Pat-a-Cake or sing silly songs.

SOCIALIZATION 4*

age 0-1

LOOKS AT AND "PLAYS" WITH OWN HANDS

1. Hold child's arm so his or her hand is in line of vision. Shake and wave child's hand around so he or she notices hands.
2. Touch child's facial features with his or her hands. Wiggle child's fingers so he or she realizes they move.
3. Place a bracelet that makes a noise on child's wrist. Tie bright ribbons or colored tape on hands and/or fingers.
4. Play "This Little Piggy" with his or her fingers.
5. Play "Pat-a-Cake" with child's hands when they're in his or her line of vision.
6. Place baby on back and help child reach for his or her toes.

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*May not be appropriate for totally blind child

SOCIALIZATION 5*

age 0-1

MAINTAINS EYE CONTACT FOR 5 SECONDS

1. Eliminate distracting noises and call to child from about 2 feet away.
2. Note when the child seems to be "at one" with parent by relaxed body and quiet attention (equivalent of eye contact).
3. Direct attention by distinct sounds like clucking, whistling or smacking, and observe how aware and attentive child is to something outside of himself or herself.
4. When feeding, changing or holding child, look at child, and talk to him or her about what you are doing. Bring your face as close as necessary to reach eye contact. Then slowly move away until you find the furthest point child will maintain contact.
5. Hold bright colored toy next to your face. When child has made eye contact with you, remove it.

*May not be appropriate for totally blind child

SOCIALIZATION 6

age 0-1

SHOWS RECOGNITION OF VOICE OF FAMILY MEMBERS BY VOCALIZING, CEASING TO CRY OR SMILING

1. At an early age, each person in the family should interact frequently with baby. As baby learns to associate each person's touch, smell and sound, the person may want to make up a special signal, like a pat on the arm or a happy sound to identify self further.
2. If all contact has been pleasurable, child will soon respond in his or her own special way, showing that he or she recognizes particular individuals.
3. Songs and games should be used which include lots of physical contact.
4. Have family members use their names often so baby can become familiar with them. Do this with conversation with baby and with each other. "Come here____. Where is ____?"

SOCIALIZATION 7

age 0-1

RESPONDS TO BEING IN FAMILY CIRCLE BY VOCALIZING, CEASING TO CRY OR SMILING

1. Make baby part of family life - eating, working, bathing, and traveling. During group times, like meals, seat all family members in regular positions around the table.
2. Join hands round the table to "say Grace."
3. After dinner, let baby sit on the lap of one family member, like Daddy (if he has been gone all day).
4. Establish a "rough house" time for baby and his or her family. Always describe the sounds and feels that are part of family fun.
5. Allow and encourage siblings to take part in caring for and playing with the baby.
6. Include the infant when going to the grocery and in other family outings.

SOCIALIZATION 8

age 0-1

PATS AND PULLS AT ADULT FACIAL FEATURES (HAIR, NOSE, CHEEKS)

1. Touch and rub baby's face as an expression of love (mouth, nose and cheek).
2. Encourage tactile exploration of you as child becomes aware of his or her hands as a means of "finding out".
3. Guide child's hand to discover your facial features as part of play. Identify the part of your face as you note some curiosity developing. Discover the same body parts on his or her face.
4. Make different noises with your mouth - kissing, smacking, blowing, rolling your tongue, clicking teeth together. Then help child reach for you.
5. Your face may not be the most interesting feature you possess. Imagine: sweaty, smelly, wiggly toes or the feel of your neck while talking or singing.

SOCIALIZATION 9[+]

age 0-1

REACHES FOR FAMILIAR PERSON

1. Place child in supine or propped sitting position with arms free of blankets and clothing.
2. Play touching game with baby with continuous vocalization. Then move just out of reach and use the same words or noises associated with the game. Child may attempt to find the source of former pleasure by reaching.
3. Before picking up, talk to child and use a word cue like "come". Extend your hands toward the child as you do this.
4. Guide child's hands together toward you before picking up.
5. The child may reach for a familiar object before he or she reaches for a familiar person - especially a food object, such as a bottle. Try to encourage carry-over to the person from the object.

[+] Reaches for familiar person

SOCIALIZATION 10[*]

age 0-1

REACHES FOR AND PATS AT MIRROR IMAGE

1. Give child unbreakable mirror toy. - Be sure it has a good reflection image.
2. Sit with child facing large mirror. Play favorite game or sing song in front of it. Point out baby and other people in mirror.
3. Hold toys in front of mirror. Shine bright lights in mirror. Encourage child to touch mirror.
4. Talk about body parts as you touch them on baby and then point to image in mirror.
5. Take baby's hand and help him or her "pat" the mirror. Make it fun!
6. Put large full-length mirror in child's room. Be sure to put it at level where child can see his or her entire body.

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[*] May not be appropriate for totally blind child

SOCIALIZATION 11

age 0-1

PLAYS ALONE WITHOUT CRYING NEAR ADULT ACTIVITY 10 MINUTES

1. Increase the variety of toys or household objects and demonstrate their use (i.e. banging, stirring, ringing). Instead of using a source of continual sound (radio, T.V.) find noises that need child's action to begin. Promote active listening rather than passive.

2. Name all sounds produced.

3. Your presence is necessary to promote security for solo play, but also to monitor the "play value" of the child's independent times. Discourage meaningless repetitious behavior such as rocking or eye poking. If child does either of these "blindisms", stop efforts at solo play and engage child in active play.

4. Look for toys that appeal to touch, smell, taste, vision and learning.

5. Vary the toys to maintain child's curiosity and interest.

SOCIALIZATION 12

age 0-1

VOCALIZES TO GAIN ATTENTION

1. Encourage noise making by playing games. Imitate any sound child makes. Keep vocalizing going back and forth (pre-conversation). Change the sound and look for child to imitate you.

2. Attend to child when he or she makes noises, even tiny noises. Treat them as words, and imagine their meaning. Child will learn that reasonable noise gets results. Maintain voice contact when near but not touching.

3. Ask child if he or she wants certain things before giving them. Respond to any vocalization.

SOCIALIZATION 13

age 0-1

SHOWS RESPONSE TO OWN NAME BY TURNING OR REACHING TO BE PICKED UP

1. Use child's name often as you talk about what he or she is doing. "Tiffany is shaking her rattle."
2. Call child by name from a position behind, and to the sides of him or her and see if child will turn toward you.
3. Call child's name from across the room and repeatedly as you approach. Pick the child up as you say his or her name.
4. Say the child's name and immediately squeak a toy held close to your face. Gradually reduce the loudness of the clue by not squeaking the toy as hard. Finally, say the child's name without the additional attention-getting clue.
5. While feeding, get forward attention by facing child, calling name and saying, "Here is your fruit." Require that child face you for food.
6. Call child's name and at same time flash a light. This will help to get the child's attention. Make it a fun game. Gradually eliminate the flashlight so that the child responds only to his or her name.

SOCIALIZATION 14

age 0-1

PLAYS UNATTENDED FOR 10 MINUTES

1. Place child on back and suspend noisemaking and/or touchy, feely objects within reach. If no activity comes, let the items get in his or her way. Items of slight weight may be placed on child's tummy, so they will have to be removed.
2. Objects of play should always be within reach, as on a tray of high chair, or near child's body on soft rug or blanket.
3. Search for objects that are fun because of their sound, feel or smell or taste. Bright hard plastic has almost no play incentive.
4. Give child lots of hugs and praise when you return to attend to child.
5. Get together with other parents with young children and let the infant be around other children in an unstructured situation. This will encourage independent play.

SOCIALIZATION 15

age 0-1

PLAYS 2 INTERACTIVE GAMES (PAT-A-CAKE OR PEEK-A-BOO)

1. After hands are relaxed and open, demonstrate the pretty sound hands make when they smack together.

2. Sit facing child with hands matched to your hands. Bring baby's hands together to form a flat hand clap or bring flat of baby's hands to your cheeks so that a "clap" is made.

3. Place child's hands outside your own and say "clap", letting child push your hand together to a clap. Show the difference in sound of claps. Offer slight resistance.

4. Sing a little ditty, like "Everybody clap your hands, clap your hands, clap your hands. Everybody clap your hands, just like me."

5. Ask another slightly older child to play "pat-a-cake" with child. Smaller hands may encourage more action.

6. Clap baby's hands in the bathtub to amplify the sound and feel of the clap while you have fun together. Peek-a-boo" also is a good bathtub game.

7. When child makes clapping sounds independently, regard it as an invitation to play-together.

SOCIALIZATION 16[+]

age 0-1

CALLS FAMILIAR ADULT TO SELF

1. Respond to vocalizations that might be interpreted as a call. Show child that you come when called. If the vocalization isn't close to your name, repeat name as you respond.

2. Model for child with two adults calling each other from across the table. Call the child to you as well. Show appreciation when he or she crawls (or attempts to crawl) to you. Demonstrate that when you want someone's attention, you get it by calling by name and waiting for a response.

3. Use names of family members so child can begin to sort people by a name label.

[+] May be acquired at later age by totally blind child

SOCIALIZATION 17+

age 0-1

INITIATES INTERACTION BY OFFERING TOY, OBJECT OR FOOD TO ADULT

1. Play with the child giving and taking a preferred toy several times so the child will learn he or she will get the toy back. In the beginning return the toy quickly.

2. When child is eating bits of finger food, dry cereal, etc., put one in his or her mouth, say "One for you." Then when child picks up a food bit, open your mouth and guide child's hand and bit of food to your mouth as you say, "One for me." Laugh and praise child.

3. Show child how to give you an object while saying "Give the ball to me." Say "thank you" and give it back quickly. Repeat.

4. Ask for toys or food that child has (as a game) to see if sharing is possible. Help child understand that he or she does not lose the object permanently.

5. Use a musical toy. Show that you will wind it if child gives it to you.

+May be acquired at later age by totally blind child

SOCIALIZATION 18

age 1-2

HUGS, PATS, KISSES FAMILIAR PERSONS

1. Show child what you do when you are happy to see someone. While holding baby in arms, greet a familiar person and enjoy a 3 way bear hug.

2. Express happiness in physical ways through touching, hugging, and patting others.

3. Encourage child to express him or herself by hugging familiar people. ("Give Aunt Emma a hug.") Allow child to be genuine in his expression.

4. Give child soft toys (some are musical) to hold and sleep with.

5. Use expression of affection with the child. Tell child that you love him or her and give a kiss and a hug.

SOCIALIZATION 19

age 1-2

SQUEEZES OR SHAKES TOY TO PRODUCE SOUND IN IMITATION

1. Seat child with you as you shake or squeeze toy. Smile and laugh at the noises created.
2. Place toy in child's hand and give physical aid in shaking or squeezing toy. Reduce aid as child becomes more skillful.
3. After child can shake or squeeze toy independently, you imitate what child does.
4. Obtain two squeeze toys just alike. Give one to child and you keep one. Squeeze yours and try to get child to imitate. Play games with sound makers.

SOCIALIZATION 20*

age 1-2

IMITATES MOVEMENTS OF ANOTHER CHILD AT PLAY (POUND DRUM, SHAKE BELLS, CLAP HANDS)

1. Place baby with another somewhat older child in an enclosed place, such as a play pen or large cardboard box. Provide several pairs of noise making objects and help child learn from other child.
2. While older child is making noise or playing a game, show child how to get those results by physically putting him or her through motion.
3. Invite another child to come to play to stimulate the curiosity of your child.
4. Blind child will need more adult physical aid and careful explanation of other child's activities.
5. Play "Simon Says" or "Mother May I."

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*May not be appropriate for totally blind child

SOCIALIZATION 21

age 1-2

PLAYS INDEPENDENTLY BESIDE ANOTHER CHILD

1. Invite another child over to your house. Provide 2 sets of play materials - balls, blocks, etc. Blind child might need aid at first. Tell the child what the other child is doing, then help him or her do that with the toys.
2. Give each child a toy truck, car, or tractor and encourage them to push toy. Praise for playing independently.
3. Limit the space so they must be near each other. Use a child's table and chairs, a play pen, or a sandbox.

SOCIALIZATION 22

age 1-2

ACCEPTS PARENTS' ABSENCE BY CONTINUING ACTIVITIES, MAY MOMENTARILY FUSS

1. Tell child when, where you are going, and how long. ("I'm going downstairs for a minute.") Begin by leaving for short periods of time.
2. Introduce child to other caring adults early and often. Help child understand that substitute parents can also be fun.
3. When going out for longer periods, state clearly that you are going and tell who will be staying with child. Then go. Several times of going and returning will insure trust.
4. Maintain your regular social patterns, taking child along only when the trip has social potential for him or her as well.
5. Teach substitute adults child's favorite games or songs. Leave child's favorite blanket or toys. Leave child in familiar surroundings before leaving.
6. Give the child special attention when you return.
7. Try not to leave after child is in bed so that he or she will not wake and find you gone.

SOCIALIZATION 23

age 1-2

HUGS OR CARRIES DOLL OR SOFT TOY

1. Substitute rag doll or teddy bear for "loving blanket."
2. Wrap up doll in the blanket and play with it. Encourage child to handle, comfort and hug doll too.
3. Ask child to bring doll or teddy to show it to a member of the family.
4. Sing songs or recite poems about dolls or teddy bears.

SOCIALIZATION 24

age 1-2

DIRECTS VOCALIZATIONS TO PEOPLE AND TOYS

1. Continue vocalizing games by imitating child and encouraging child to imitate you. Look at child and speak to him or her directly. Avoid speaking to child while you are engrossed in another activity and cannot give him or her full attention.
2. Require child to call for you before giving your attention. Encourage vocalizations indicating wants be directed to you.
3. Educate family and friends to greet the child when they are entering the room. Ask them to take a moment and speak directly to child.
4. Gently turn child's face toward you when he or she is speaking to you. Blind child will need extra encouragement with this.

SOCIALIZATION 25

age 1-2

ATTEMPTS SIMPLE CHORE (CARRY PLASTIC DISH, PUT TOY IN TOY BOX)

1. When child is mobile, let him or her follow you through household routine, explaining and giving little assignments occasionally.
2. Working together is the object of the "little helper", not getting more work done faster! Jobs should be matched to abilities and child given continuous encouragement. Avoid using tasks as punishment. ("You made this terrible mess--now you clean it up.")
3. Let child help pull sheets off bed, pull pillow out of case, carry things for you, put things in drawers or shelves, bring cup and plate to sink.
4. Additional ideas are contained in the handout, "It's a good feeling to be useful." Obtain from Susan Greer, Arizona State School for Deaf and Blind, P. O. Box 5545, Tucson, Arizona 85703.

SOCIALIZATION 26

age 1-2

REPEATS ACTIONS THAT PRODUCE LAUGHTER AND ATTRACT ATTENTION

1. Respond appropriately when child is doing something cute or funny by laughing or saying "That's funny."
2. Teach simple humorous rhymes. Ask child if he or she would like to say it for brother, aunt, etc.
3. When child continues an antic beyond the point of amusement, tell him or her you're tired of it and direct child into another activity.

SOCIALIZATION 27

age 1-2

PARTICIPATES IN FINGER PLAYS AND RHYMES WITH ADULT (EENSY WEENSY SPIDER WENT UP THE WATER SPOUT)

1. Select some action games based on "real" objects in child's life. First games should be focused on whole body action leading later to the use of smaller parts, like fingers.

2. Demonstrate actions to child and put him or her through the finger plays.

3. Use positions that encourage action: Face to face - child on lap; back to front - adult arms around child, demonstrating from the same position as child; side to side

4. Find songs about running, bath time, bed time and sing them at appropriate times. Leave a key word or phrase unfinished and encourage child to complete it for you.

5. Name the songs so that child can ask for a particular song.

6. In finger plays, do the actions together many times and then just say the words and wait for child to perform the action.

7. See Marilyn Patterson's "Making Friends with the Very Young" in the back of OR manual.

SOCIALIZATION 28

age 1-2

TAKES PART IN SIMPLE GAME WITH ANOTHER CHILD WITH ADULT ASSISTANCE (ROLLING BALL, PUSHING CAR)

1. Position children with feet touching forming an outer frame to keep a rolling ball or truck inside. Direct children's play until they can play with just a little assistance.

2. Give the children a short rope to pull against one another either in the sitting or standing position.

3. Play "Follow the Leader" or "Do as I'm Doing" for a simple game of imitation. Use sounds (clapping hands, stamping feet) as you march.

4. Provide a cardboard propped on a book to make a slope, show the children how to place a toy truck or car at the top and push slightly to get it to roll down. Have one child start the toy and one catch, then change places.

5. Use playground equipment that 2 children use simultaneously: see-saw, 2 person swing, merry-go-round. Use both children's names often.

6. Teach "Ring Around the Rosie". Encourage children to play by themselves after you help.

SOCIALIZATION 29

age 1-2

INITIATES OWN PLAY ACTIVITIES

1. When child is unoccupied, ask, "Where is (favorite plaything)? Wait a few moments before asking to see if child will begin activity. Hum a song or give other minimum verbal suggestion that might help child think of his or her own activity.

2. Observe if child seeks toy or object that was previously part of a game. Repeat game that he or she remembers.

3. Keep child's toys in a special box and in a fixed location that is easy to get to. Teach child how to get to the box. Encourage child to put toys back in the box so he or she knows they are here for next play-time.

4. Keep one cupboard just for household objects that child can play with (bowls, plastic containers and lids, strainer, wooden spoons). Teach child which cupboard is for him or her.

SOCIALIZATION 30

age 1-2

HANDS BOOK TO ADULT TO READ OR SHARE

1. Make a special time (and possible place) to be quiet time for sitting together and reading. Encourage child to initiate time by getting the book.

2. Relax together over the story sharing time. "On lap" position is most rewarding to both parent and child.

3. Keep books in a consistent place where child can easily reach them.

4. Name books for child. You may modify the name so it is easy for the child to relate to (animal book, toy book, smell book).

5. For visually impaired child put a tactual clue on the cover of the book so he or she can differentiate the books. Let the child help you fasten the object to the book and tell him or her which book it is.

6. Children like to see pictures of self and family. Have photo album available as book to look at. Repeat above, talking about what child is doing in picture.

7. Have tactual books available for the child, possibly one made of familiar objects that he or she is fond of.

SOCIALIZATION 31

age 1-2

PULLS AT ANOTHER PERSON TO SHOW HIM OR HER SOME ACTION OR OBJECT

1. Suggest to child that he or she "show it to Daddy (or sister or_____)." Encourage child to get the person's attention. Tell other person to wait for child to show object or action.

2. Create opportunities for sharing. Demonstrate by your actions that you enjoy sharing with others and that you get their attention through your voice and touch.

3. After each of the child's discoveries (and there will be many) ask the child to share. ("Mommy would love to see that worm", or "Mary likes that song--you can sing it for her", or "When Grandma comes tomorrow you can give her a cookie you made.")

SOCIALIZATION 32

age 1-2

WAITS UP TO 5 MINUTES FOR NEEDS TO BE MET WHEN PLACED IN HIGH CHAIR OR ON CHANGING TABLE

1. Select time when child is not tired, hungry, or sick.

2. Tell child, as you put him or her in high chair that you are going to make the food and it will be ready soon. Talk with the child about your progress. Call attention to the smells and sounds that are present.

3. If child has difficulty waiting, begin by having him or her wait one minute and slowly increase the time.

4. Tell child he or she is very nice to wait so patiently--even when it was only a minute or two.

5. Try to catch and praise child for patience before he or she gives up and yells or whines. Watch for beginning signs of "end of waiting."

6. Distracting child to do something else is often successful if you are trying to get him to wait. Adults do the same thing - reading magazines in the doctor's office.

SOCIALIZATION 33+

age 1-2

CRAWLS OR WALKS IN SEARCH OF FAMILIAR PERSON

1. Call child from another room, asking him or her to come for some reason. Give a place clue in addition to the sound of your voice. If child appears confused, add another sound cue like a tap on the wall or counter. Reward child for effort by a hug.
2. When family is relaxing in same room encourage child to find missing member of family or pet.
3. Outside, call the child to join you in kitchen or bathroom. Add sound from your place, that is kitchen or bathroom sounds. Call periodically identifying your position. (I'm in the bathroom," or "I'm beside the refrigerator."
4. When a group of friends or relatives is gathered, call child to come to you. Extraneous noise may be a problem, but child can learn to distinguish between known and unknown voices in the group.
5. Play "hide and go seek" with child. Move just a short distance from child, giving voice clues and then move further away.
6. Blind child may consider you "gone" when he or she can't touch you. Start with very short distances and make sure child always finds you when he or she searches. Don't make child search so long that he or she becomes frightened or gives up.

+ May be acquired at later age by totally blind child

SOCIALIZATION 34

age 1-2

SHARES OBJECT OR FOOD WHEN REQUESTED WITH ONE OTHER CHILD

1. Roll a ball or push a car back and forth to him or her, showing child he or she will get the ball back.
2. Let child help you cut an apple in half so that he or she can share it with a friend. Ask child to bring it to the other child and come back for own piece.
3. Ask child to share a toy with a friend. Tell child that friend will use it a short time. Praise for"sharing."
4. At table, ask child to give the food to the next person. Point out that everyone takes some for themselves and leave some for others. The family shares the food.
5. Whenever possible, ask child to help fill another child's needs by helping blind child get other child a drink, bandaid, etc.

SOCIALIZATION 35

age 1-2

GREETS 3 PEERS OR FAMILIAR ADULTS WHEN REMINDED

1. Ask family member to knock or ring bell so child can answer door and discover who is there. Make contact physically and verbally.
2. When entering another place or room in his or her house, verbalize who is there. ("Oh, Jim and Sue are here!") Model a greeting. ("Hi, Jim. Hi, Sue.") Ask the child to do the same. Make the greeting an expected thing.
3. If in a large group, ask people to identify themselves to the child individually. Teach child to offer hand to shake so touch contact is made.
4. Familiarize child with phone use by first talking to family members. Note facial expressions as child makes the connection with person he or she knows. Encourage verbal response.
5. Games can be played with child by opening and shutting the door and responding with a greeting.

SOCIALIZATION 36

age 2-3

PLAYS WITH 2 OR 3 PEERS WITH ADULT SUPERVISION

1. Provide opportunities for child to be around other children. Promote activities such as pushing and pulling toys, playing with a ball, looking at picture books, coloring with large crayons.
2. Organize and conduct simple group games or have an older child conduct games.
3. Form weekly play group with 3 or more children of about same age, with one parent watching each time. Meet at a home or a park.
4. Encourage children to do things together like push a child in a wagon, or follow each other down the slide, or make one structure of blocks together.
5. Introduce structure by putting out one kind of toy or playing in a pool or sandbox outside. Try a "close quarters" game with three in a tub or box or room. Outside, a small "Pup Tent" is great.
6. Provide the raw materials for an activity or dramatic play and watch their interaction.

SOCIALIZATION 37

age 2-3

PETS AND PLAYS WITH 3 KINDS OF ANIMALS

1. Select one very tame and gentle animal for the first experience in petting animals. Then find another animal of that kind to help child understand "dog" or "cat."

2. Later, give child chance to interact with live animals of all sizes, such as gerbils, dogs, horses. Encourage questions: "Does it make a sound?" "How big is it?" "Does it move fast or slow?" "Do I have to hang on to keep it?" "Where does the animal live?" "What should we feed it?"

3. Give child the "hands on" experience with animals many times. Sighted children get experience of animals on T.V., in movies, and in books, that blind children don't get.

4. Read animal stories, recite animal poems, sing songs about animals, to further familiarize child with them. (See "Rhymes for Making Friends" in manual.)

5. Take child to petting zoos, county fair and dairy farm. Show blind child cow's udder and how we get milk.

6. Blind children are sometimes fearful of furry things. Try hatching a duck egg. Help child feel egg even as it hatches. Help him or her "look at" newly hatched duckling.

SOCIALIZATION 38

age 2-3

JOINS IN WHEN SONG OR RHYME IS HEARD

1. Do a fun singing/action game together . Use simple ones at first and progress to more complex songs and rhyme.

2. Hum a familiar tune as an invitation to join. Say "Sing with me" if child doesn't join in. Make it fun.

3. Sing song and go through motions. Ask child to sing and to do one part with you. Gradually increase number of parts child joins in until he or she sings all of it with you.

4. Tell the child, "You sing, I'll listen." or "You be the leader."

5. Play a familiar record. Model for child by you joining in and then ask child to join in. Use tape recorder in same way. Tape sibling's voice or your own voice.

6. Sing together and you stop so that child sings alone briefly. Compliment his or her singing.

7. Most children enjoy singing familiar songs over and over and are only interested in new songs if several old familiar ones have been sung first.

8. See "Rhymes for Making Friends" in back of manual.

SOCIALIZATION 39

age 2-3

SHOWS AWARENESS OF ROUTINE BY PREPARING FOR NEXT ACTIVITY WITHOUT REMINDER (MOVES TO TABLE AT LUNCH)

1. Follow a daily routine so child knows what comes next. Give him or her a cue when you are going to do something and wait for child to perform the next step. (Tell child, "We are going to get groceries.") Help child find coat, put it on and proceed to door.

2. Make a special note of sequences that you do routinely, like the laundry. Ask child to get dirty clothing and take to laundry room. Always point out and participate in sequence: water in, soap in, clothes in, wait for all cycles, remove wet clothes, hang to dry or put in dryer, pull out warm clothes, shake, fold, sort and deliver.

3. At lunch time, ask, "Before we can eat, we need ________. Can you get it?" Look for child to do without being asked.

4. At bed-time, ask "What do we do before going to bed?"--brush teeth, put P.J.'s on, kiss good night.

5. Talk about daily routine. Link one activity to the next; "After we do this, we'll do this."

6. Setting the table and dressing are other ways to teach routines.

7. Warn the child when you are going to change activities. "You have 5 minutes to finish, then it will be time to eat."

SOCIALIZATION 40

age 2-3

ATTEMPTS TO HELP PARENT WITH TASKS BY DOING A PART OF THE CHORE (HOLDING DUST PAN)

1. Take child with you as you do your chores. Guide his or her hands through the activities, describing what you are doing and why you are doing it.

2. Allow child to play with household items: brooms, sponges, silverware.

3. When dusting, give the child a cloth so he or she can imitate your movements. Let child take own dishes to the sink. Include child as you strip a bed, throw clothes in a dryer, put canned food away on shelves, stir instant pudding or jello, or scramble eggs.

4. When you are sweeping, have the child hold the dust pan as you sweep dust into pan. Give assistance only as needed. Compliment him or her on work.

5. Look for jobs that need two people working together. Invite child to "help" with parts of a "doing" or "making" project. The small steps should have a clear relationship to the end product and child should be able to help with various steps until it is complete. Have child experience the activity from start to finish with you.

SOCIALIZATION 41

age 2-3

SAYS "PLEASE" WHEN REMINDED

1. Model the use of the word "please" often when in a family group or when asking child to do something for you. ("Please pass the butter.")
2. When child asks for something, insert the word "please" without saying "Say please."
3. In the family group, begin to expect "please" with a request for food or service.
4. When child can use the word, ask all family members to wait for it before aiding.
5. Refer to What Do You Say, Dear by Maurice Sendak. It illustrates how to teach manners in a humorous way.

SOCIALIZATION 42

age 2-3

GREETS FAMILIAR PEOPLE WITHOUT REMINDER

1. Role play; pretend Grandma is coming and let the child pretend to be Grandma. Model how to greet "Grandma."
2. Use puppets and cutouts to act out situations in which the child greets people.
3. Model the activity and have child imitate you as you are greeting people.
4. Anticipate the arrival of persons who are coming at a specific time. Model a sequence: "Who's there?" — "Jim" — "Oh, hi, Jim!"
5. Blind child will need to hear voice of person to be greeted before he or she can be expected to say "Hi" or "Hello."

SOCIALIZATION 43

age 3-4

SINGS AND DANCES TO MUSIC

1. Demonstrate vocalizing and moving arms and body to music with the whole family.
2. Turn on the radio. Take child's hands. "Sing" and "dance" with him or her, showing how to move feet.
3. Encourage child to sing and dance by self. Clap and praise as child performs.
4. Provide rhythm band materials for children to play with (pots, pan, spoons).
5. Sway body or nod head while singing to music. Encourage child to imitate.
6. Sit or stand behind child and move with him or her so child can feel your body moving.

SOCIALIZATION 44

age 3-4

HOLDS ANOTHER CHILD'S HAND WHILE WALKING

1. Hold child's hand and walk with him or her. Walk with another adult holding hands to model the skill.
2. Place child with partner while walking. Help him or her hold hands with partner.
3. Play easy circle games where children must hold hands.
4. Have "shadow play" games like sitting on the floor, feet touching, holding hands and rock back and forth. If someone lets go, the rocking stops.
5. If child is blind, select partner who will walk carefully to avoid hazards.

SOCIALIZATION 45

age 3-4

VERBALIZES FEELINGS OF LOVE, ANGER, SORROW OR JOY

1. Relate your feelings to the child. Ask child how he or she feels. When giving child a hug, tell child you love him or her.
2. If a sibling is expressing some emotion, ask child to describe what is the matter. Give the child a choice: "Is your sister mad or happy?"
3. Read child a book that shows people smiling or crying. Talk about situation. Ask child why person is _____.
4. When child is expressing an emotion non-verbally (crying, laughing), give him or her the language for the feeling. For example: "You are laughing. Are you happy? I laugh when I am happy."
5. Reinforce child for talking instead of screaming or tantruming, by saying, "If you want something, tell me what you want. I don't know what you want (or can't help you) when you are screaming."
6. Have blind child feel your face when smiling or crying. Tell child what you are feeling. Tell child when he or she looks happy or sad.

SOCIALIZATION 46

age 3-4

REPEATS SIMPLE RHYMES, SONGS AND FINGERPLAYS WITH WORDS AND ACTIONS

1. Say and do an entire finger play. Repeat one line of the words and motions. Have child repeat. Then say 2 lines, then 3 lines and have child repeat until he or she can repeat entire finger play. Examples: "Eensy, weensy Spider", "Two Little Blackbirds", "Here's the Church, Here's the Steeple", "Pat-a-Cake", "3 Little Monkeys".
2. Have child start by only doing the actions as you say it. Then have child say and do actions. Provide assistance as needed.
3. Have child say the rhyme with you, but leave off the last word of each phrase for child to say by him or herself. Gradually leave off additional words.
4. Cue child by saying the first word of each line and having child finish. Do the actions for child as a cue for the words.
5. Play pantomime games. Have one child say the rhyme while other child does actions.
6. Co-act the finger play with blind child. Put his or her fingers through the actions slowly and carefully at first. Let child examine your fingers as you do actions.
7. See "Rhymes for Making Friends" in back of manual.

SOCIALIZATION 47

age 3-4

FOLLOWS RULES IN GROUP GAMES LED BY ADULT

1. Start with small groups of children. Choose a game with very simple rules and demonstrate the game to the children by going through it slowly. Then gradually withdraw your verbal and physical assistance.
2. Play games such as Tag, Farmer in the Dell, London Bridge, Drop the Hankie and Duck, Duck, Goose.
3. Play a game one time. Review the rules and encourage the child to participate. Reinforce child for following rules.
4. Encourage the child to watch others play and imitate their motions.

SOCIALIZATION 48

age 3-4

SAYS "THANK YOU" WHEN REMINDED

1. Give the child many opportunities to say "thank you." Once you have given the child an object, always expect thank you. Take the object back momentarily as you say, "What do you say?"
2. Make it a point for all people around child to say "Please" and "Thank you." Praise each other for nice manners.
3. Compliment siblings for saying "Thank you" to give child a model.

SOCIALIZATION 49

age 3-4

NAMES CLASSMATES (4 or 5 children)

1. Have oral morning roll call. Have each child stand or raise his or her hand as name is called and say, "Yes, I am here." That will aid the blind child in pairing name and voice.

2. Have children listen carefully to each other. Then play name guessing games when talking on toy telephones.

3. Have children with backs turned guess names of classmates when they say a few words.

4. Have visually impaired child pay careful and close attention to what others are wearing - clothing items and their colors. Visually impaired child may then associate children's names and identities with their clothing across the room. (Facial features are sometimes not distinct enough for identification at a distance.)

5. Have children identify themselves when talking to a blind child. Later, have children ask him or her to identify them. Example: "Hi, Susie, this is David." Later, "Hi, Susie, do you know who I am?"

SOCIALIZATION 50

age 3-4

PLAYS NEAR AND TALKS WITH OTHER CHILDREN WHEN INVOLVED IN OWN ACTIVITY

1. Provide situations in which the child can play near others of similar developmental level. Play situations such as sand box and block play are appropriate. Be sure there are enough blocks for all children.

2. Take the child to the neighborhood park or playground and encourage him or her to participate in using the equipment near other children.

3. Arrange for children to be available for play situations in the home. Help initiate projects or play for the children. Reinforce them for playing appropriately by playing or discussing their play with each child individually.

4. Encourage child to repsond to questions from other children while playing.

SOCIALIZATION 51

age 3-4

TAKES TURNS WITH 2-3 CHILDREN

1. Encourage the child's brothers and sisters or neighbor children to play games with the child, such as "London Bridge," which require taking of turns.
2. Go to the park or public playground where the child can see others waiting their turn going down the slide. Give child opportunity to take turns.
3. Roll or catch ball with three other children. Roll or throw ball to each child in turn, saying "Now it's your turn."
4. At mealtime, have food passed around, rather than filling each dish at the counter. The child will wait his or her turn to be served.
5. Praise child when he or she begins to take turns.
6. Play hopscotch, jump rope, table games. Give spoken cues about sharing, waiting for turn in family activity. Let child be first, at times.
7. Give careful verbal explanation of turn taking process to blind child. Explain to him or her what is happening when others are taking turns.

SOCIALIZATION 52

age 3-4

ASKS PERMISSION TO PLAY WITH ANOTHER CHILD'S TOY

1. Model activity by asking child if you can play with one of his or her toys. Promise to give it back. Take it if child does not give it to you. Play with it briefly and give it back. Thank child for sharing.
2. Give another child a toy that your child likes. Tell your child to ask for it if he or she wants. it. Encourage child to use "please" and "thank you" and also to return the toy when finished with it.
3. Praise child whenver he or she asks you for something before taking it.
4. If child takes it without asking for it, remind him or her .
5. If child repeatedly takes toy without asking, take it away and give it back to person it belongs to. Remind child you must always ask permission to use something belonging to another person and the other person doesn't have to give it to him or her.

SOCIALIZATION 53

age 3-4

COOPERATES WITH ADULT REQUEST MOST OF THE TIME

1. Say the child's name before you give a direction ("Jimmy, let's eat".)
2. Sit on the floor a few feet away and call the child's name, holding out your hands saying, "Jimmy, come here". Gradually increase the distance between you and the child. Praise success.
3. Say the word "no" loudly and then help the child stop the negative activity. Then say "Good." Be consistent - don't allow the child to tear magazines one day and punish him or her for the same behavior the next day.
4. Give only one direction at a time. Use simple and clear language. Be sure the direction is important enough to demand that it be followed through. Physically guide child through activity if he of she does not comply.
5. Warn the child when an activity is going to change and give child time to finish what he or she is doing.
6. Do not ask questions that can be answered "no" such as, "Do you want to go to bed"?
7. Always remember, "Catch a child being good"! Don't hesitate mentioning child's good behavior in the presence of others.

SOCIALIZATION 54

age 3-4

ANSWERS TELEPHONE; CALLS FOR ADULT OR TALKS TO FAMILIAR PERSON

1. Let child use a toy telephone to pretend he or she is answering a real telephone. Give child verbal clues.
2. Let child talk to grandmother or familiar adult to learn telephone manners.
3. Arrange for familiar adult to phone you. Rehearse procedure just before adult is to call. When child calls you to phone, thank him or her.

SOCIALIZATION 55

age 3-4

ENGAGES IN IMAGINATIVE PLAY WITH OTHER CHILDREN

1. Say, "Let's pretend. Who do you want to be today"? Provide hats, clothes, and accessories for children to choose.
2. Choose characters for children to be. Say, "You be the mom and Sarah will be the salesperson".
3. Provide or help child and friends make simple hats for nurse, doctor, fireman, farmer, engineer. Help them to find toys that complete the outfit.
4. Have child tell story, then help children act it out. Allow any changes they choose to make. Praise child for using imagination.
5. Model simple experiences for children to act out, like a car ride to the store. (Use 2 chairs set next to each other.) Encourage children to talk about getting into the car, passing a friend's house, and where they want to go.

SOCIALIZATION 56

age 3-4

CAN BE REASONED WITH VERBALLY WITHOUT BECOMING UPSET

1. When child gets upset or tantrums, tell child you will return when he or she is ready to talk. Leave child.
2. Explain to child that being angry is okay, but it is important to talk about how you feel.
3. If child screams instead of asking for a desired object, tell child that you do not know what he or she wants and that he or she needs to tell you. If screaming continues, say that you will return when he or she is quiet, because you do not want to listen to screaming. Lower your voice and be sure you do not begin to scream back.
4. If child cannot have something, always give a reason - more than "because I said so." Examples: "You have to wait in line because the other people were here first"; "You cannot have a cookie now because we will be having dinner soon". Give child a reason even if you do not think he or she will understand.

SOCIALIZATION 57

age 3-4

COMPLETES TASK INDEPENDENTLY WITHOUT ADULT SUPERVISION

1. Ask child to do task that he or she can complete easily, preferably something that child has done before.
2. Give child set amount of time to complete task. Use timer.
3. Praise child when task completed without supervision even if it was not done perfectly.
4. Begin with very small tasks such as putting one toy in toybox. Gradually increase the complexity of the task.
5. Have child help adult by placing unbreakable objects on table when setting the table, cleaning table or dusting simple furniture.

SOCIALIZATION 58

age 3-4

BEGINS TO PREFER CHILDREN TO ADULTS

1. Set up situations in which child is playing frequently with others. Withdraw temporarily when child is involved with children in activity.
2. Return periodically to praise children for playing together.
3. Emphasize how much fun it is to play with other child by discussing the play situation with your child.
4. Demonstrate and tell the other children about the things the blind child can do. Remind them the child will need extra help in some areas. Specify those areas one at a time. Be positive about his or her abilities.
5. Set up play situation with just one other child who functions at same developmental level.

SOCIALIZATION 59

age 4-5

REPEATS 5 DIFFICULT RHYMES, SONGS AND FINGER PLAYS FOR OTHERS

1. Read nursery rhymes and play records of songs and rhymes often.
2. Say the nursery rhyme or finger play. Have child say the last word of each line. Gradually increase the number of words for child to say.
3. Use puppets and have child "teach" the puppet.
4. Encourage the child to say/sing rhymes and songs to familiar adult. Let child gain confidence in talking to others.
5. Put on a little "show" for and with friends. Have each child perform. Clap hands for each performer, praise and give a little treat.
6. See "Rhymes for Making Friends" in back of manual.

SOCIALIZATION 60

age 4-5

SHARES INFORMATION RELATING TO SUBJECT BEING DISCUSSED

1. Ask child about subject that you know he or she is interested in.
2. Discuss with child or rehearse what he or she did during day to use as contribution to mealtime conservation. Reinforce for appropriate contributions.
3. When family decisions need to be made, encourage each child to participate in the discussion. Let child know each has a right to contribute.
4. Don't ridicule or scoff at child if his or her ideas are not entirely appropriate.
5. Provide additional familiar situations in which child can communicate with an adult.
6. Have child give address, phone number, age or parents name in response to questions.

SOCIALIZATION 61

age 4-5

SAYS "PLEASE" AND "THANK YOU" WITHOUT REMINDER

1. Show and tell the child when to use "please" and "thank you" such as assistance with doors, picking up objects, etc. Praise child each time he or she is courteous.
2. Use "please" and "thank you" appropriately in your speech to the child and have family do the same.
3. If child does not use "please" with a request, say "What do you say?" and do not give in to request until child says "please." If child doesn't say "thank you," take item away and say "I'm sorry, you didn't say "thank you." Have child say "please" and "thank you" again in order to get object back.
4. Use "please" and "thank you" at mealtime when passing food.
5. As the child begins to use polite phrases spontaneously, praise him or her for being nice and polite.

SOCIALIZATION 62

age 4-5

FACES PERSON WITH WHOM HE OR SHE IS SPEAKING

1. Discuss the fact than when a person is speaking, you face that person and address your conversation to him or her.
2. Give child verbal cue, "Face (person's name) when you are talking to him or her".
3. Turn child's body and head toward the person he or she is talking to. Say, now you are facing (person's name)".
4. Gradually decrease physical aid and later, verbal cue.
5. Help child face you. Place your fingers on his or her chin, gently turning head to face you.
6. Speak continuously and remain stationary while helping blind child face you.
7. Tell child when facing you, that he or she has a pretty smile or looks nice.

SOCIALIZATION 63

age 4-5

WORKS ALONE AT ACTIVITY FOR 15-20 MINUTES

1. Begin by having child do short, simple tasks that child has mastered.
2. Give the child a choice of familiar chores to do. Set a timer for 5 minutes and tell child if he or she works at task until timer goes off, he or she will receive a treat. Praise child for working on task and next time set timer for 10 minutes. Gradually increase the time until child is working for 15-20 minutes.
3. Check child's progress. Encourage child as he or she carries out task.
4. Have a specific number of items for the child to sort or stack. Gradually increase number of items until the task requires 15-20 minutes.
5. Some tasks that the child might be able to sustain interest in for longer periods of time might be raking, picking up sticks or twigs prior to adult mowing lawn, carrying trimmings and clippings, dusting, rolling cookie dough into balls on cookie sheets.
6. If you work nearby, it will be easier for child to maintain interest. Leave the room briefly and return. Gradually increase length of your absences.

SOCIALIZATION 64

age 4-5

SEEKS AND ACCEPTS HELP WHEN NEEDED (ASKS FOR ASSISTANCE IN TYING SHOES AND LETS PERSON TIE THEM)

1. Model activity by asking child to help you. Say, "I can't do this by myself, will you help me, please?"
2. If child is having difficulty and is whining, tell child that he or she should ask for help. Require child to ask for help before giving it.
3. Intervene before the child gets very upset, saying that he or she can ask you for help. Model the phrase, for example, "Please help me find my keys." After this, try asking, "What should you do if you need help?"
4. Reinforce the child for asking for assistance ("Thank you for telling me you need help.")
5. If child refuses to accept assistance, ignore any inappropriate behavior and remind child that you will help when he or she asks for it.

SOCIALIZATION 65

age 4-5

ENGAGES IN SOCIALLY ACCEPTABLE BEHAVIOR IN PUBLIC

1. Discuss with child appropriate behavior before entering a public place. ("We must whisper during the movie".)

2. Explain that some things are usually done in private, such as urinating and bathing.

3. If child does something unacceptable intentionally or for attention in public, ignore child. If child persists, remove the child from the situation. Give the child another opportunity to behave appropriately. Praise child for appropriate behavior in public.

4. Substitute for any unacceptable behaviors. Help child do something which cannot be done simultaneously with unacceptable behavior. For example, have child tap fingers or toes instead of pressing on eyes.

5. Blind child may need to be told not to rock excessively in presence of others.

SOCIALIZATION 66

age 4-5

VERBALLY COMMUNICATES PERSONAL STATE (HUNGRY, THRISTY, TIRED)

1. Before meals, say "I'm hungry. I want to eat." Or before bed say, "I'm tired. I'm going to sleep." Model your feelings frequently.

2. Ask child questions about how he or she feels. ("Are you hungry? Do you want to eat?")

3. Discuss what feelings are being expressed during a TV program. ("They are happy. You can tell because they are laughing.")

4. When child does say how he or she feels, acknowledge it. For example, say, "I'm glad you told me you're tired. We'll rest for a while."

SOCIALIZATION 67

age 4-5

SAYS "EXCUSE ME" AND "I'M SORRY" AT APPROPRIATE TIMES

1. Use courtesy in dealing with the child and others. Model appropriate behavior by saying "excuse me" and "I'm sorry" at appropriate times.
2. If child doesn't say "excuse me" and "I'm sorry" in an appropriate situation, wait silently and keep child in attendance. If necessary, ask, "What do you say?" and praise for complying.
3. Ask the child questions about appropriate behavior such as "What do you say if you accidently bump into another person?" or "What do you say if you hurt another person?" Praise child for correct response. If child does not answer, say "excuse me", or "I'm sorry", then immediately ask child for appropriate response again.

SOCIALIZATION 68

age 4-5

REMAINS SILENT AT APPROPRIATE TIMES (WHILE SOMEONE ELSE IS TALKING)

1. Before you enter a setting where the child is to be quiet, explain where you're going and why people must be quiet.
2. Set a good example. Remind the child if needed, in a quiet voice.
3. Praise child periodically for remaining quiet.
4. If child has to sit quietly (church, meeting), bring quiet toys (books, pencil and paper) with which child can play.
5. If child talks at an inappropriate time, either ignore it or if, behavior is distracting to others, remove the child before correcting him or her.

SOCIALIZATION 69

age 4-5

ADAPTS TO CHANGES IN ROUTINE OR ENVIRONMENT (SLEEPS IN DIFFERENT BED)

1. Explain to the child about the change that is going to occur (picnic, sleeping in different home or bed).
2. Role play situations when possible.
3. If child has not experienced very many changes in routine, begin with minor changes for short amounts of time in various settings.
4. Take the child with you on errands. Explain where you are going and what you are going to do when you get there.

SOCIALIZATION 70

age 4-5

PRACTICES GOOD HEALTH HABITS (COVER MOUTH WHEN COUGHING)

1. Provide good example for child to model. Cover mouth when coughing and cover nose when sneezing.
2. Explain to child why good health habits are necessary.
3. Praise child when good health habits are practiced.
4. Try to "catch" the child when he or she is about to sneeze or cough. Place child's hand over his or her mouth and say, "Cover your nose (mouth) when you sneeze (cough)."
5. Remind child to wash hands after toileting and before eating.

SOCIALIZATION 71

age 4-5

PARTICIPATES IN ACTIVITIES WITH 2 OR 3 CHILDREN WORKING ON SIMPLE PROJECT

1. Try to find 2 or 3 children who are easy going and not too agressive for child to play with. Match children according to abilities rather than age.
2. Suggest these activities: Build a farm yard, putting up fences and boundaries using blocks; or build a model road in sand. Provide enough toy cars for everyone to "drive" down road.
3. Tell children what you expect. Tell them after they play nicely by themselves, they can have juice and cookies.
4. Use timer so child knows how long 20 minutes is. Begin by expecting 5-10 minutes and then build up to 20 minutes of cooperative play.
5. Bake cookies with a few children. Give each one a specific task.

SOCIALIZATION 72

age 4-5

SHOWS PATIENCE IN WAITING FOR NEEDS TO BE MET (WAITS 15 MINUTES FOR ADULT TO GET TOY, LUNCH OR CLOTHING)

1. When child needs to wait for needs to be met, explain that it will be 15 minutes before you can attend to him or her. Tell child it is up to him or her to spend the time independently in any way he or she wants. Suggest an activity that you know the child is capable of doing independently.
2. Begin with a short period of time and work towards fifteen minutes. Praise the child for his or her patience.
3. Call attention to times that other family members need to wait for something and must be patient.
4. The totally blind child cannot watch your activity, so it may be harder for him or her to wait for lunch or for you to finish an activity. Incorporate the child in some of your activities or describe what it is you are doing while he or she waits. Work towards the child being able to occupy himself or herself for longer periods of time without your intervention.

SOCIALIZATION 73

age 4-5

TELLS ROLES OF FAMILY MEMBERS (BROTHER GOES TO SCHOOL, MOTHER IS A DOCTOR)

1. Talk about the different roles each family member has. Emphasize that we each have many different roles in life.
2. Ask child questions about family members' roles: "What work does Father do?" "What does sister do?" etc. Praise child for correct response. If child has difficulty answering, tell child correct answer and have him or her repeat.
3. Set up situation in which another adult asks child questions about his or her family members' roles.
4. Take the child to visit family members at work and school to help child understand what "school" and "the office" mean.

SOCIALIZATION 74

age 5-6

HOLDS DOORS OPEN FOR OTHERS

1. Explain and demonstrate to child that the first person to the door should hold it open for the people immediately behind.
2. When children stand in line or gather in front of door, have first one hold door for others.
3. Play a game. "I held the door for you. Can you hold the door for me?"
4. Carefully show what happens when someone gets caught with an open door.

SOCIALIZATION 75

age 5-6

JOINS IN FAMILY CONVERSATION WITH OWN IDEAS (ADULT: "WHAT SHALL WE GIVE GRANDMA FOR HER BIRTHDAY?" CHILD: "SHE LIKE FLOWERS.")

1. Ask child questions about own favorite activities, so he or she has something to talk about.
2. Vote on family decisions. Let child decide what his or her vote will be.
3. Ask child's thoughts on a subject being discussed. Be sure to pick something child can relate to.
4. Try not to let one person consistently dominate the conversation. Let each person have a chance to speak.
5. If child is too talkative, remind when needed that each person should listen as well as talk.

SOCIALIZATION 76

age 5-6

COPIES ADULT ACTIVITIES (CHILD PRETENDS TO COOK OR MOW THE LAWN)

1. Have child present during your routine tasks so he or she has a model of your activities.
2. Help child pretend to be the daddy or mommy. Let child use props from around the house.
3. Let child put on a play or fashion show for the family.
4. Have child imitate roles of those in the community (mail carrier, grocery clerk).
5. Play "school", "grocery shopping" or "doctor".
6. Provide old clothes, long dresses and a variety of hats. Play "house" or act out stories with characters wearing appropriate "costumes".

SOCIALIZATION 77

age 5-6

COOPERATES WITH 5 CHILDREN IN PROJECT OR GAME (HIDE AND GO SEEK)

1. Begin with fewer children and add additional children gradually. Help children choose a project or game.
2. Provide enough materials so each child can contribute to the project or game.
3. Play "house" or games that need cooperation from all to succeed such as tag, hide and go seek.
4. Be sure that one child does not become the leader all of the time, and that shy children are allowed to make suggestions.
5. Have children make a snack for a "picnic" together. Let them decide what foods to use.

SOCIALIZATION 78

age 5-6

PLAYS VERBAL REASONING GAME ("I'M THINKING OF SOMETHING ____")

1. Play a guessing game such as "I'm thinking of something _____")
2. Play Twenty Questions. Older siblings can model by being "first". Cues can be whispered in child's ear when it is his or her turn.
3. Praise the child or let him or her be the leader of the next game as a reward.

SOCIALIZATION 79

age 5-6

PARTICIPATES IN SIMPLE BOARD OR CARD GAME (CANDYLAND, FISH)

1. Explain the rules and play the game with several children before they are asked to play alone.
2. Ask child to give rules of the game.
3. Reward the children for playing the game nicely.
4. Make sure the game is at the child's functioning level and not too lengthy.
5. Don't emphasize winning; it's more important to cooperate and play by the rules.
6. Have children make their own game. Provide them with crayons and cardboard. Help them set up rules.

SOCIALIZATION 80

age 5-6

COMFORTS PLAYMATES IN DISTRESS ("IT WILL BE OKAY.")

1. If friend is hurt, suggest ways child can comfort (get a band-aid, help friend wash with soap and water, give a hug, bring a toy).
2. Read the child a book in which situation arises where someone needs help. Ask child what he or she would do if there. If child suggests something appropriate, praise him or her. Give more appropriate suggestions if necessary.
3. Help child play helping role using dolls and comforting them. If pet is sick or hurt, demonstrate ways to make it feel better.
4. Provide a good example. Take flowers or food to neighbors who have had stressful situations. Say, "I feel sorry about their sadness (or pain)."
5. Often, you will have to describe to the visually impaired or blind child the events that lead up to crying, since he or she will not have seen what happened. The child will have to depend on the tone of voice and other cues to interpret what happened because facial expressions cannot be seen.

SOCIALIZATION 81

age 5-6

CHOOSES OWN FRIENDS ("JUDY IS MY BEST FRIEND.")

1. Provide opportunities for child to play with several children. Let child choose partner for activity requiring pairs.
2. Let child choose a friend to invite on family outing.
3. Occasionally let child take small gift to school to give to a friend.
4. Do not force child to play with children who may have come with a visitor of parents.
5. Talk to child about your friends and why you particularly enjoy them.
6. Discuss what friends are - someone to talk to, someone who likes you, someone you care about.

SOCIALIZATION 82

age 5-6

SETTLES QUARRELS WITHOUT ADULT INTERVENTION MOST OF THE TIME

1. If child quarrels, mediate only as needed. Allow child time to settle the quarrel before intervening.
2. Ask, "When someone takes your toy, what can you do besides hitting the person or screaming?" Give some suggestions.
3. When child quarrels and hurts other child's feelings, explain why child is hurt or upset.
4. Role play situations in which arguments are settled verbally.
5. Read stories to the child in which arguments or differences are settled verbally.

SOCIALIZATION 83

age 5-6

ACTS OUT PARTS OF STORY, PLAYING PART OR USING PUPPETS

1. Have the child act out a simple familiar story. Read or tell the story as child acts it out.
2. Let child choose stories or songs to act out. Allow him or her to choose favorite part.
3. Use stick puppets and act out a story such as The Three Billy Goats Gruff, doing all the parts yourself. Then ask the child to take any one part and go through the story again. Give verbal cues if needed.
4. Take turns with child so he or she has the opportunity to be several characters.
5. Use cardboard characters. Draw character on tagboard and cut holes for hands and head. Help child place hands and head in correct openings.
6. Build a puppet theatre out of cardboard boxes. Child can stand behind "stage" to manipulate puppets.
7. Help child create and act out part in own play.

SOCIALIZATION 84

age 5-6

CONTRIBUTES TO PEER DISCUSSION ("I LIKE DOGS BETTER THAN CATS")

1. Encourage child to "show and tell" another child about a new toy or recent experience.
2. Read a story to 2 or 3 children. Ask content questions first. Then ask how a character felt? How would the children feel if that happened to them? Have they ever had any feelings like the character in the story.
3. If child does not volunteer answers, or is very shy, ask a simple question and call on the child. Praise child for any attempt to answer.
4. Have a sharing time with 2 or 3 other children. Sit in a circle and discuss what happened during the day or vacation.
5. Ask child while in a group what animal he or she likes best. Take turns speaking until they can carry on a discussion.
6. Help other children learn to say blind child's name first when speaking directly to him or her. Blind child may have difficulty knowing when it is appropriate to join the discussion. If other children dominate discussion, intervene by saying blind child's name and touching him or her. Say, "____, what do you think?"

SOCIALIZATION 85

age 5-6

EXPLAINS RULES OF GAME OR ACTIVITY TO OTHERS

1. Make sure child knows how to play game. Ask child to be the leader or the teacher and to show the others how to play. Give verbal cues if necessary.
2. Play familiar game with another person. Ask child to explain what you're doing. Ask child what to do next. Have the child do the activity and explain to you what he or she is doing. Show what comes next if necessary. Finally, let child explain the entire activity as you play it together.
3. If child creates own game, have child explain rules of game to others. Praise child for imagination.
4. If child has been given a board game for Christmas or a birthday, take time to teach child the game until it is mastered. When the child's friend comes over, let the child explain the rules. (Listen in to make sure child has them right.)

SOCIALIZATION 86

age 5-6

STATES GOALS FOR SELF AND CARRIES OUT ACTIVITY ("TODAY I AM GOING TO CLEAN OUT MY TOY BOX.")

1. Choose a project the child can and will carry through. Sit down with the child and orally list the steps necessary to complete the task. As he or she works on the activity, give verbal cues such as, "What do you do first? Next?"
2. Once child decides on a goal for self (such as brushing teeth each night without reminders) let child figure out a chart on which progress can be recorded with stickers or checkmarks. Parent can monitor activity be rewarding child when a certain number of stickers or checks is reached.
3. Begin with short, firm goal and as child becomes more successful, lengthen time until goal is completed. For example, "I will make my bed without being told tomorrow." Work up to 2 days in a row, then 3 days.
4. List your own goals for the day (write a letter, scrub the floor). Explain to child as you check them off that they are completed. Say, "I feel good because I said I would write Grandma a letter and I did!"

EXPLAINS RELATIONSHIP OF FAMILY MEMBERS ("UNCLE BOB IS DADDY'S BROTHER.")

1. Create family tree with names and picture of family members. Discuss whose parent is whose.

2. Explain that Mommy and Daddy were once little as the child is now and lived in a house with their parents and brothers and sisters.

3. Show child pictures of when mother and father were young. Name the other people in the pictures.

4. Discuss how siblings and cousins are related to him or her.

5. Have child draw all family members. Label them according to relationships to child (mother, father, sister, grandpa).

FINE MOTOR 1*

age 0-1

ADULT PROVIDES VISUAL STIMULATION

1. Provide visual stimulation if child has intact eyeball. Put your face 6-8 inches from child when talking or singing to him. Vary your inflection and expression.
2. Hang a mobile or other object on side of crib or from stick placed across crib. Young babies are attracted by bright, irregularly shaped or patterned objects. Make sure mobile is close enough for baby to see but not touch. Occasionally put a patterned sheet on child's crib.
3. Hold mirror over child's head while in crib, about 7 or 8 inches from eyes.
4. Attach a plexiglass sheet or tray across a portion of baby's crib. Place a variety of colored objects or forms on it, that can be moved or replaced occasionally.
5. Hang brightly colored high contrast posters or pictures on child's wall. Hold child upright 8" away.
6. Hold brightly colored noise makers, musical instruments, wind-up music boxes near child. Sound gives added motivation to look.
7. If child is not looking in direction of stimulating object, gently turn his or her head toward it.
8. Put brightly colored string, paper or patterned fabric on child's bottle. Blow on a tin foil pinwheel, held 6-8 inches from child's eyes. Place brightly patterned or striped palm mitt on child's hands to attract visual attention.

*May not be appropriate for totally blind child

FINE MOTOR 2*

age 0-1

FOLLOWS LIGHT WITH EYES, HEAD STATIONARY

1. Hold a pen-light directly in front of the child. Gradually move the light to the right or left.
2. Cover light with different colored cellophane. American Printing House for the Blind Infant Stimulation flashlight has changeable colored caps.
3. Place child in artificial and natural light to provide variable visual stimulation.
4. Hold child with head in crook of arm. Slowly move child back and forth in front of source of light.

*May not be appropriate for totally blind child

FINE MOTOR 3*

age 0-1

TURNS HEAD AND FOLLOWS LIGHT WITH EYES ACROSS MIDLINE 45°

1. Hold child in seated position.
2. Hold a pen-light directly in front of the child 8" to 10" away. Move light from midline outward at first, then gradually work up to crossing midline.
3. If child does not like lights in his or her eyes, use brightly colored objects. Noisemakers give added reason to look.
4. At first move pen-light across midline very slight distance. Increase to 45° as child shows ability to follow light.

*May not be appropriate for totally blind child

FINE MOTOR 4+

age 0-1

TURNS HEAD OR EYES TOWARD SOUND OF FAMILIAR PERSON OR OBJECT

1. Use soundmakers that you have helped child examine so that they are familiar objects.
2. Sit behind child. Wind a music box and place it in various places to one side of child but out of line of vision. If child turns toward the sound, let child have the music box.
3. Try a variety of sounds such as bells, rattles, hand claps, to get child's attention. Reduce other auditory stimulation when attempting this activity. Also try soft unusual rustling sounds.
4. Place child with rest of family during meal time and watch child to see if he or she responds to unusual sounds, such as a dropped spoon.
5. Produce the sound long enough so the child has plenty of time to respond. Beat the drum 10 times, not once or twice.
6. Make sounds for ordinary routines such as tapping spoon on bowl before feeding. Do this to side of child and see if he or she turns to it.
7. Use consistent language before eating, bath time, going bye-bye. Tell child you are going to do these things and see if he or she turns to your voice.

+May be acquired at later age by totally blind child

FINE MOTOR 5*

age 0-1

FOLLOWS BRIGHT OBJECT WITH EYES ACROSS 180° AREA

1. Get child's attention on a suspended stationary brightly colored object and then move it from side to side.

2. Increase arc gradually to 180° as child follows bright object with eyes.

3. Experiment at various distances. Begin close and move gradually farther away.

4. Prop child in an infant seat. Place a bright or shiny toy on a blanket or pillow and, starting from one side, pull it slowly across the area in front of him or her.

5. Have child follow brightly colored familiar toys or noisemakers. Reward him or her by giving it to child, if child follows toy or noisemaker.

*May not be appropriate for totally blind child

FINE MOTOR 6

age 0-1

FEELS AND EXPLORES OBJECT WITH MOUTH

1. Help child bring hard teething biscuit, a carrot stick, or large pretzel stick to his or her mouth. Watch that child doesn't bite or break off large piece.

2. Use teething rings, hard and soft rubber toys to encourage exploration.

3. Put dry jello mix, honey, peanut butter, or other preferred food on the object to initially motivate child to put object in mouth.

FINE MOTOR 7+

age 0-1

REACHES FOR BRIGHT OR SOUND PRODUCING FAMILIAR OBJECT (NOTE: THIS IS CRUCIAL SKILL FOR THE TOTALLY BLIND CHILD.)

1. Initially, select object that child is familiar with such as preferred rattle. Put it close to child's fingers. Tap child's fingers and help him or her reach. Remember to make object produce continuous sound, not just one sound and then silence.
2. Gradually reduce your assistance and hold toy further and further away. Let child have toy as reward for reaching for or touching it.
3. Suspend brightly colored noise producing toy from ceiling or across crib with stretchy rope or elastic thread. Place child so he or she can watch toy move and reach out for it.
4. Encourage child to reach out and pat glass or slap hand on table, so he or she gets the idea of reaching out with hands. Model this activity for the child.
5. Present a small sound producing object about 6 inches from child and off to right or left (whichever is the predominant side for the child). If child doesn't reach for object, gently direct his or her arm toward it.
6. Hold bottle just in front of child. Put bright string or tape around it. Shake bottle to make sound or tie tiny bell on bright ribbon to bottle.

+May be acquired at later age by totally blind child

FINE MOTOR 8

age 0-1

HOLDS OBJECT USING PALMAR GRASP

1. Use small object (strip of sponge, round clothespin, piece of celery, roll of soft cloth). Touch the inside of his or her hand with it and help fingers close around it. Take your hand away. When child drops it, repeat the procedure. Try using different objects.
2. Give child object such as a pretzel, space ring or something that will almost get caught in child's hand. Gently wrap child's fingers around object. Gradually release pressure on fingers.
3. Use pieces of different texture fabric glued to pieces of smooth block. (fine sandpaper, furry, rough, silky, nubby textures.)
4. Use very pliable, squeaky toy or bolts from APH constructo kit for grasping. Toys that make a sound are most motivating for the blind child.

FINE MOTOR 9[+]

age 0-1

REACHES AND GRASPS BRIGHT OR SOUND PRODUCING FAMILIAR OBJECT IN FRONT OF HIM OR HER

1. Sit child on your knee. Hold enticing object such as favorite squeaky toy, far enough in front of child so he or she must reach out for it. If child does not reach, hold object close to him or her and assist child to reach and grasp it.

2. Tie a scarf or necktie or place wooden beads around your neck. Lean over baby so he or she can see your face and touch the scarf. Shake scarf. When child grabs the scarf or even touches it, praise. Smile to show you are pleased. Initially move scarf towards baby's hands so he or she doesn't need to reach as much for it. Guide child's hand if needed.

3. Use "nerf" ball hanging from string tied around it. Swing ball slowly in front of or over child's face. Help child to hit the ball by moving his or her hand. Blocks with bells or rattles inside also work well.

4. Blow bubbles in front of child. Encourage child to touch and break bubbles by talking, clapping, and smiling.

5. Use toys that make continual noises such as wind-up toys. Place them around child. Take child's hands and explore the blanket or crib towards the toy until you make contact.

[+] May be acquired at later age by totally blind child

FINE MOTOR 10

age 0-1

RELEASES OBJECT

1. Child will first release objects when his or her hand comes in contact with a surface such as a table top or floor. Help child do this by gently prying open his or her fingers when objects touch a surface. Reduce aid in opening hand until child can do this independently.

2. After releasing objects in above manner, child should begin releasing objects in mid air. Make a game of this by laughing or squealing with surprise when the object hits a hard surface and makes a noise. Aid the child until he or she is playing this game independently.

3. Have child "give you" objects held in his or her hand such as a squeaky toy, clothespin, sponge. Reward when child releases object.

4. Say, "Let go of it." and shake child's hand gently to relax grasp for release.

FINE MOTOR 11

age 0-1

HOLDS OBJECT AND EXAMINES IT TACTUALLY OR VISUALLY

1. Shake a rattle in front of the child or offer a squeeze toy or object that is visually exciting in color or movement. Help child hold the object by holding your hand over his or her hands. Once child has the object, help child place it in his or her own line of vision. Say, "Look what you have!"

2. Place noisy object that is easy to hold in child's hand. Encourage random movements of child's hand with held object.

3. Give child a variety of objects - toys, household objects (brush, spoon, cup, empty spool). Help blind child explore by lightly taking hands and feeling all the different parts. Identify object by name.

4. Blind child will not be able to tactually examine the object with both hands until he or she acquires "Fine Motor #14-Uses both hands at midline." Blind child will begin tactual examination when object is brushed against his or her own body.

FINE MOTOR 12

age 0-1

SHAKES AND SQUEEZES OBJECTS

1. Use soft plastic squeeze toys that make sound when lightly squeezed. Also, try small (sealed) cannisters filled with dry beans.

2. Help child hold rattle or squeeze toy by placing your hand over his or her hand. Help child shake or squeeze object. Release pressure. Encourage child to do it independently.

3. Fasten small bells to ring or plastic bracelet that is easily held. Reinforce by clapping and praising when child makes sound.

FINE MOTOR 13

age 0-1

BANGS OBJECTS AGAINST HARD SURFACE

1. Help child examine hard surface and object he or she will bang. Put your hand over child's at first until child can do banging motion alone. With free hand child can feel the vibration on the hard surface.

2. Use a spoon and a kitchen pot. To encourage banging also try plastic hammer that squeaks when it hits the surface.

3. Explore the different sounds things make when hit against the stove, the table, the floor, the sink.

FINE MOTOR 14

age 0-1

USES BOTH HANDS AT MIDLINE

1. Do finger plays or songs involving clapping and other two-handed motions.

2. Help child drink from bottle or cup using 2 hands.

3. Hold bright and/or sound making object midway between the child's two hands. Help child reach for object with both hands. Move the object nearer the hand that doesn't reach.

4. Gently push at child's elbows so that hands are moved to midline.

FINE MOTOR 15

age 0-1

TRANSFERS OBJECT FROM ONE HAND TO THE OTHER

1. Show child how to transfer the toy by doing it yourself. Guide child's hands, saying, "Put it in this hand." Reward and praise, smile or hug child.

2. If the child seems to use one hand more than the other, place the block or toy in the hand least used.

3. Give child an object to hold. Offer another appealing object near the hand holding the first object to encourage child to transfer first object to opposite hand.

4. Put child's left hand to toy held in right hand. See if child will change hands.

5. Give child snack in least favored hand. Child may transfer it without aid.

FINE MOTOR 16

age 0-1

USES PINCER GRASP TO PICK UP OBJECT

1. Place small item of food such as cereal on tray in front of child. Show child how to grasp it with thumb and forefinger by modeling. Position child's thumb and forefinger and guide with your hand if necessary.

2. Use sticky raisins, gumdrops cut in half, or small marshmallows that are moistened to make them sticky. Let child eat them as reward for picking them up.

3. Gently pry three remaining fingers up if child persists in using palmer grasp. Verbalize "pick it up" and reinforce for doing it.

4. Show child how to pinch off pieces of soft sandwich or Play Dough.

5. Put small edibles in small anchored boxes so child must use the pincer grasp to get them out.

FINE MOTOR 17

age 0-1

REACHES WITH ONE HAND FROM CRAWL POSITION

1. When child is in crawl position, offer him or her a toy or edible. Reward verbally with praise and the object.
2. Place the object close to child's hand so only a slight hand movement is necessary. For blind child, touch his or her hand with the object and withdraw it a short distance. Gradually move the object a little further from child's reach.
3. When child is crawling, pull a toy on a string in front of him or her within easy reach. Tell child to "get the car". Reinforce for reaching out.
4. Place a favorite music box on the floor near the child and tell him or her to find it.
5. Shake a noisemaker near the child and say, "Here you are." Let the child play with it after reaching for it.

FINE MOTOR 18

age 0-1

DUMPS OBJECT FROM CONTAINER (MEASURING SPOONS FROM PLASTIC BOWL)

1. Place blocks and cup on a tray. You place the blocks in the cup and then dump them out slowly. Ask child to do it. Guide child's hand if necessary and praise as you help him or her accomplish the task.
2. Place small bits of cereal or cracker into cup for child to remove and eat.
3. Place a goodie or raisin in narrow mouthed container. Show child how to remove by dumping.
4. Say "in" pointing into cup, "out" pointing to table or tray. Then demonstrate dumping object out. Praise success by hugs, kisses and "good."
5. Tell the child each step as you are doing it together. "Let's shake the cup with the bells in it. Now let's dump the bells on the table. Oh - all the bells are on the table. Let's feel them."
6. Blind children enjoy the sounds that dumping makes as well as the sound of objects dropping in a container. Practice dumping water from a container in the bathtub. The dumping motion is the same. Also, dumping a can of blocks or buttons, before playing with them can be lots of fun.

FINE MOTOR 19

age 0-1

PUTS OBJECTS IN LARGE CONTAINER (PLASTIC LIDS INTO PAN)

1. Help child explore shape of container, trace the rim, feel the sides and depth. Let child play with the container.

2. Tell child you are going to put something in the container. As you drop the object, call attention to the sound it makes when it hits the bottom. Do this a few times then shake container so that the objects rattle. Encourage child to reach inside container and feel what you dropped in it.

3. Have child hold the rim of the container with one hand. Give him or her an object in the other hand and guide that hand toward the container. Tell the child to drop it. Aid as necessary. Gradually reduce physical aid and just give verbal directions.

4. Vary objects and container to keep child's interest using different textured things such as buttons, raisins, stones or acorns. Use plastic container, cigar box, coffee can.

5. Use objects that will make a noise when dropped or placed into container (jingle bells, marbles) or fill container with water so that object splashes when dropped into it).

6. At first you may want to secure the container with a suction device or hold on to it so it doesn't tip.

FINE MOTOR 20

age 0-1

CLAPS HANDS

1. Sit behind child taking his or her hands and clap together to rhythms. Begin by putting your hand directly over child's. Gradually move your hands to child's wrist and then forearm until child claps independently.

2. Clap and get excited when child has performed a task correctly. Very often the child will begin to clap for him or herself.

3. Use fingerplays and songs that require clapping ("C'mon Everybody Clap Your Hands")

FINE MOTOR 21

age 1-2

PUTS OBJECTS INTO A LARGE CONTAINER, EMPTIES CONTAINER (CLOTHESPINS AND METAL BOWL)

1. Place objects and container on a tray. You place the objects in the container, then dump them out. Ask child to do it. Guide child's hand if necessary and praise as you help child accomplish the task.
2. Put small brightly colored objects in clear container so child can see them. Demonstrate dumping them out. Physically guide the child if necessary. Let child play with objects for a short time after dumping them out.
3. When in bathtub, put your hands over child's and practice dumping water from a container into the tub as you use the word "empty." Feel the empty container.
4. Give child a container of bright and sound-producing objects - bells, blocks, beads, buttons. Help child dump them out before playing with them. Put child's hands on side of container. Then put your hands over his or her hands and dump to the side. Gradually reduce aid.
5. After dumping, help blind child feel inside of empty container. Describe it as "empty."

FINE MOTOR 22

age 1-2

MANIPULATES OBJECTS WITH MOVING PARTS (BUSY BOX)

1. Give child toys that require various forms of manipulation. Tell child what it is and what to do with the toy. ("Here is your car, roll it") Then move child's hands through the motions.
2. Use "busy box" type of toys or manipulative blocks with handles, squeak buttons, rolling toys.
3. Find kitchen utensils that require manipulation such as an egg beater. Demonstrate its use and give child physical aid in manipulating object. Reduce aid gradually.

FINE MOTOR 23

age 1-2

PULLS OUT LARGE PEG FROM PEGBOARD OR "PEG" TOY (WOODEN PEG FARMER AND TRACTOR)

1. Give child pegs to hold and play with. Name them for child. Take child's hands and explore an empty pegboard. Let child poke fingers in holes, then with your hands on child's put a peg in a hold. Help child pull out peg and give it to you as you say, "Pull the peg out."

2. Give assistance as necessary. Continue to increase number of pegs you insert and then ask child to pull out. To increase interest, have child remove a peg and drop it in a can so the noise can be reinforcement.

3. Use commercial "peg people" that fit into tractors, house, circus platforms. Encourage child to pull them out.

4. At first, give child large pegs that fit loosely in holes that are deep enough to hold peg securely, but allowing enough peg to grasp comfortably. Gradually decrease size. As pegs fit more tightly in hole (rubber pegboard) show child how to hold the board with one hand and pull the peg out with the other hand.

5. As child gains proficiency, reduce size of pegs. Use some pegs with knob tops and some without.

6. Help blind child examine the empty hole after he or she has taken a peg out.

FINE MOTOR 24

age 1-2

REMOVES CIRCLE WITHOUT HANDLE FROM FORMBOARD

1. Use a circle formboard that has only one piece. If using formboard with more than one piece, tape other pieces in or remove all other pieces from multiple formboard so child has just one to look at and manipulate.

2. Give child a circle and name it. Trace the rim with child's finger. Then trace the rim of the formboard and let child explore the formboard. You can call it the "circle hole". Show child that you are putting the circle in the hole by taking his or her hands and guiding them through the motion.

3. Show child how to remove circle from the frame. Physically guide child in removing circle. Say "out" and reward with praise. Point to or tap table or tray where he or she should put the circle. Then ask child to give you the circle.

4. If child has difficulty, start by gluing an empty spool of thread or small knob to the circle piece so it will be easier to grasp and lift out. Praise child as he or she works and has success.

5. Use various textured circles and different sized circles.

FINE MOTOR 25⁺

age 1-2

TURNS PAGES OF BOOK, SEVERAL AT A TIME

1. Read simple stories to the child and show how to turn the pages as you read the story. Help child turn the pages by guiding his or her hand. Gradually let child help you turn the pages.

2. Give the child old catalogs or magazines to play with or story books with plastic coated pages.

3. Tape surprise in pages of book. Show child as you do this. Then give child the book and let him or her find the surprise.

4. Use a favorite book, ask child to "find the dog" or object that he or she recognizes in the book. Praise for turning pages.

5. For the blind child, put something tangible on each page of the book. Do this with the cover of the book as well. You can cover the outside of the book with fabric to make it appealing. Help the child turn the book so that the object on the front cover is facing the right way. Turn the pages together at first.

6. Use smell books and encourage child to find the smell sticker.

7. Make a book with pockets and hide a surprise in each pocket.

⁺May be acquired at later age by totally blind child

FINE MOTOR 26

age 1-2

PUTS ONE LARGE PEG IN PEGBOARD OR "PEG" TOY (PEGBOARD OR "PEG" TOY HAS ONLY ONE HOLE UNCOVERED)

1. Use small plastic container or cardboard box with hole, slightly larger than peg, cut in center. Have child put peg in hole. The sound of the peg dropping should be emphasized. When child can put peg into container, try the pegboard.

2. Begin by assisting child to find and trace around the hole with fingers using the hand that is not holding the peg. That hand remains at the hole until the peg is put in place. Remind child to remove finger from hole when the peg touches the finger.

3. Use 1" wide pegs to start with. Gradually decrease size of peg as child becomes more proficient with activity.

4. If child is turning the peg sideways instead of holding it straight, remind child to "stand up" the peg as you move the child's hand to straighten the peg. Work on the child placing the peg upright on a table first.

FINE MOTOR 27

age 1-2

REMOVES OBJECTS FROM CONTAINER ONE AT A TIME

1. Have child explore the shape of the container with hands before beginning the task.

2. Have child listen while you drop objects into the container one at a time. Ask child to take the objects out of your container "one at a time". If child takes more than one, take the other ones out of his or her hand and say "just one". Guide the child through the motions at first, gradually reducing your aid. Have child just drop removed objects at first. Later add a second container to put removed objects into.

3. Put treat in bottom of container and several blocks that will stack (blocks that are nearly as wide as container) on top. Tell child there is a surprise in the bottom and to take blocks out "one at a time." When objects have been removed child can reach in and have the treat.

4. Put parts to a familiar toy in container. (animals to Fisher-Price barn in silo.) Have child take one out at a time and set them up.

5. Let child help you with a task such as taking clothes out from a laundry hamper, taking silverware from a drawer, or taking food out of a grocery bag.

FINE MOTOR 28*

age 1-2

SCRIBBLES

1. First, do finger painting, chocolate pudding painting, soap painting so child uses finger for design before using an implement such as pencil or crayon.

2. Show child what to do, using gross scribbling motion. Give child the crayon and if necessary guide his or her hand. Gradually withdraw physical help and have child scribble with verbal encouragement only.

3. A large piece of newspaper and colored marking pens may also stimulate the child in wanting to scribble.

4. Tape paper on wall or mirror to scribble on.

5. If working at table or easel, tape paper down so child doesn't have to think about holding it down.

6. A partially sighted child may not be able to see a pencil so begin with dark colored crayons or felt tip pens. Scented marking pens may be an added incentive to "scribble."

7. Chalk and chalkboard, painting with water on sidewalk, magic markers, water base paints, and magic slates are good materials for practice.

*May not be appropriate for totally blind child

FINE MOTOR 29

age 1-2

PUTS 4 RINGS ON PEG

1. Use a ½" dowel secured in wooden base and metal jar rings. This allows child more space in which to operate and still be able to place ring on peg.
2. Use wood or plastic colored rings and a large peg. Have child explore the peg and then the rings with both hands. Name the rings and peg as a guide.
3. Place one hand over child's near base of the peg. Place child's other hand over the ring so that the hole is under the palm of the hand. Guide the hand with the ring to the peg so that ring goes over the peg and child feels peg touch his or her palm. Tell child to release ring and remove other hand from the peg. If child has difficulty as you reduce aid, show him or her how to wiggle the ring until the hole is over the peg and the peg end can be felt on the palm.
4. Help blind child examine the rings before and after they are on the peg.

FINE MOTOR 30*

age 1-2

MARKS WITH CRAYON OR PENCIL

1. Use large pencil, felt pen or dark crayon and white or yellow paper. Tape paper to table, so child doesn't have to hold it. Make a mark on the paper. Help child make a mark.
2. Use large strokes covering entire page and make them quickly, to encourage imitation. After you have drawn a stroke, give child crayon and take his or her hand and help make a stroke.
3. Practice on paper just using your finger to make stroke instead of a crayon. Have child imitate your motions and then go to a crayon.
4. Use finger paint or shaving cream on tabletop for child to practice making lines with fingers.
5. If an average sheet of paper is not large enough for child, start with a newspaper. Gradually reduce size of paper.
6. Chalk and chalkboard, magic markers, lipstick, paints, magic slates may also stimulate child to want to mark.
7. Place paper on wall, on refrigerator or on easel so child can stand to mark.

*May not be appropriate for totally blind child

FINE MOTOR 31

age 1-2

TURNS HANDLE (MUSIC BOX, JACK-IN-BOX)

1. Begin with a Jack-in-box that has a straight handle. Tape the handle to help child get a better grip. Turn it a few times to get child used to the noise. Help child feel the top of the box gently while you put your hand over his or hers on the handle. Use the word "turn" as you turn the handle together and make Jack pop up. Say "pop" when the lid opens and laugh so child will know you enjoy activity.
2. Have child locate and grasp the handle independently after being shown a few times. Rotate the child's wrist, then forearm until child no longer needs help.
3. Position child's hand on the top edge (just to the side of the pop-up lid) and help child press down so the box remains still. Hold the box if it moves.

FINE MOTOR 32

age 2-3

PUTS CIRCLE IN FORMBOARD

1. Help child move fingertips around indented sides of formboard, moving from top around to right and back to starting point. Repeat with circle itself.
2. Have child place fingers of one hand into circle indentation to mark where to place the shape. Help child pick up and slide circle into indentation with other hand.
3. Have child check work by placing hand on top of circle and moving it back and forth slightly. Note to child that circle "fits" and cannot easily be pushed out.

FINE MOTOR 33

age 2-3

WINDS UP TOY

1. Place child's fingers on large screw on screw formboard and turn to right to engage screw in hole. Repeat until able to do this without aid.

2. Place child's fingers on key of wind-up toy and help child turn key slowly to right.

3. Caution child about too much winding on key of a toy to prevent breakage.

4. Use wind-up music box with blind child and then try other wind-up toys with smaller hands. Eventually use wind-up toys with handles that require wrist and finger action rather than whole arm movements.

FINE MOTOR 34

age 2-3

POUNDS PEGS WITH HAMMER

1. Use clothespin sized pegs and pegholes that are snug but not too tight. Amount of force required to get pegs to move should not be too great.

2. Pound the pegs with one hand. Place child's hand over yours so he and she can feel your movements. Then put hammer in child's hand. Place your hand over his or her hand and pound together.

3. Reduce physical help by only guiding child's hand.

4. Pound down all the pegs but one in the center so that child has only one peg to pound. Physically guide child if needed and gradually reduce aid as he or she begins to pound more accurately. Add one peg at a time as child increases in skill.

5. Have child grasp hammer near head, and move his or her forearm so that not just the wrist is used. Child should touch peg with other hand, then move it away slightly so that fingers are not hit, but location of peg is known. Have child place head of hammer on peg before each strike.

FINE MOTOR 35

age 2-3

MAKES CIRCULAR MOTION (PENCIL, CRAYON, FINGERPAINT)

1. Child must have skill of gross motor imitation - making large circles with arm.
2. Develop circular movement by twirling rope with child holding one end or by turning cranks. Have the child practice on a tile wall in bathroom or on a plastic table top using suds or shaving foam.
3. Having the child use his or her finger to make the circular movement on the paper, in flour, fingerpaint, or in sand will give him or her additional practice before using a crayon.
4. Use large newspaper to encourage gross movement of the arm before reducing the size of paper and requiring the finger movement of fingers and hand.
5. Have child extend one finger, then with your hand on child's, guide his or her hand around plastic coffee can lid. Use other circular objects.
6. Take the child's hand and guide in making the circular movements with a crayon. Praise the child as you do this.

FINE MOTOR 36*

age 2-3

DRAWS A VERTICAL LINE IN IMITATION OF PRINTED OR RAISED LINE

1. Tape paper to a wall. Have child watch you draw a vertical line from top to bottom. Ask child to imitate you. Give physical help if necessary. Gradually reduce aid as child gains in skill. Try using cardboard template.
2. Use variety of materials (chalk, crayons, fingerpaints, shaving foam) to help maintain child's interest.
3. Put stickers at top and bottom of page. Ask child to draw from one to the other.
4. Put M & M's or raisins (treat that child likes) at bottom of page. Let child have it if he or she draws a line down to it. Help by putting child's hand at top of page.
5. Using corrugated paper, have child place left hand at top of paper as a reference point. Child's right hand should touch left hand then move down groove of paper. Repeat procedure, moving across paper one groove at a time.
6. Use masking tape to make vertical lines on paper. Ask child to follow vertical line between tape.
7. See Beery's Test of Visual Motor Integration Manual.

*May not be appropriate for totally blind child

FINE MOTOR 37

age 2-3

STRINGS LARGE BEADS

1. Use large beads and string with plastic coated ends.
    a) Hold the string at the base of coated tip. Place the bead on the tip and with the other hand take hold of tip. Remove your hand from base of tip and let bead drop.
    b) Repeat the process, but this time let the child place bead on tip. Have child hold the tip and you remove your hand and let the bead drop.
    c) Place the child's fingers on base of tip and help him or her hold it. Let child do the whole process, with as little help as needed. Praise and reward the child for each success.
2. Hold the string so it dangles next to edge of table or chair. Once bead is on string, it will drop quickly to end of string. Child can pretend to be stringing fish.
3. If task is too difficult, use large blocks with a hole in the middle and a round stick to put through the hole. String rings with large holes if child has difficulty with beads—may be especially necessary for blind child.
4. If fine motor control is poor, rest the arms on the table and make the end of the string stiff with glue or tape.
5. Use a "thread-a-block" (large wooden block with holes and dowel-like needle) to practice.
6. Use large-holed macaroni and other pasta to make an interesting necklace after child can string large beads.

FINE MOTOR 38

age 2-3

ROLLS, PATS, POUNDS, PINCHES CLAY BALL

1. Use play dough or make your own.
2. Break off a small piece of clay and show child how to roll ball between palms or on table with one palm.
3. Make a nest for child to put rolled balls into nest as bird eggs.
4. Let child help you roll cookie dough into balls and then flatten them with bottom of a glass.
5. Use sand and water outside to form round balls. Bake in the sun.
6. Increase vocabulary and show meaning of pat, pound, pinch, squeeze, pull apart and cut.
7. Give physical and verbal aid in rolling clay balls. Say, "Make a circle with your hand" or "Go round and round". As child becomes more skillful, decrease aid.

FINE MOTOR 39

age 2-3

PUTS SQUARE, TRIANGLE, RECTANGLE IN SEPARATE FORMBOARDS

1. Teach these one at a time. After child can put a square in a formboard, then teach triangle.
2. Have child count corners of form and feel distance between corners, then count corners and feel distance on board.
3. Place board before child and place form that matches next to board.
4. Have child place left hand on corner of shape within the board, then pick up form with right hand and slide form corner into corner within board. Move until corners match or remove and try another form until fit found.

FINE MOTOR 40

age 2-3

OUTLINES OR TRACES RAISED SHAPES WITH FINGER

1. Use clearly outlined shapes as felt pen on white paper. For blind child use raised lines made with string pasted on paper. Eventually use raised lines made with stylus on braille paper.
2. Demonstrate moving finger from upper left hand side of shape clockwise to right side of shape and back to starting point. Have blind child keep finger of one hand stationary as starting point so he or she knows when entire shape has been traced.
3. Verbally describe movements using words over, around, corner, down, back, and up.

FINE MOTOR 41

age 2-3

TURNS DOOR KNOBS

1. Place hand over child's and turn knob. Reinforce and verbalize "turn".
2. Stand on other side of door, tell child to turn knob, and as he or she turns, you turn also. Gradually decrease physical aid of turning knob until child is performing independently.
3. Use kitchen play set with knobs and handles. Put a favorite toy or treat inside cupboard as child watches and you describe what you are doing. Close door and ask child to find it.
4. Stand in bedroom or closet and close door. Ask child to open door to find you.
5. Let child help you by turning water on and off, and opening doors in stores.
6. Have the child turn knobs on musical toy to practice.

FINE MOTOR 42

age 2-3

PUTS 3 LARGE PEGS IN PEGBOARD (RANDOMLY)

1. Have child place fingers of one hand on edge of hole, for reference point, and pick up peg with other hand.
2. Help child move hand with peg to hand with hole and push peg into hole nearest reference hand.
3. Initially use pegs about ½" in diameter and 1½ to 2" long. Pegs should fit snugly but not tight. Use pegboard that can be anchored and is not too large.

FINE MOTOR 43

age 2-3

COMPLETES SIMPLE 3 PIECE FORMBOARD

1. Help child use both hands. One hand for reference point and one hand for moving object. Begin with simplest 3 piece formboard available.

2. Have child place fingers of one hand within indentation of formboard. Trace the shape with fingertips. Give child shape in other hand and help him or her slide shape into indentation.

3. Place the shapes above or next to the correct openings and then have the child replace them. Praise the child after each correct placement.

4. Color code pieces so child is placing a red circle into a red hole; or blue triangle into blue hole; or orange square into an orange hole. Fade the color cues when the child is proficient at this level.

5. Have the child trace around the empty shape with his finger and then find one that looks and feels like that shape.

FINE MOTOR 44

age 2-3

UNSCREWS THREADED OBJECTS

1. Use APH Constructo Set wooden screws. Co-act unscrewing process.

2. Place child's hands on top and bottom of toy. Put your hands over child's and make twisting motion to unscrew. Describe verbally with words, "Turn."

3. Use jars with screw lids to practice twisting motion and put treat inside clear jar so child can see it. Describe treat and shake jar so child can hear it.

4. Use nesting barrels (Kitty in a Keg) that come in bright colors and are easy to turn.

FINE MOTOR 45*

age 2-3

DRAWS A HORIZONTAL LINE IN IMITATION OF PRINTED OR RAISED LINE

1. Make a line for child to imitate. Make it quickly and have the line go the full width of the paper. Then give the child a crayon to imitate your mark. The mark need not be perfectly straight.
2. Guide the child's hand in making the mark and gradually reduce the pressure on his or her hand as he or she gains in skill.
3. Have the child trace over your line and then encourage him or her to make one without tracing.
4. Newsprint placed on the table or floor and magic markers may aid in allowing the child to make a gross movement. Gradually reduce the size of the newsprint.
5. Make a cardboard template to guide child's horizontal stroke. Practice making horizontal line in fingerpaint or sand.
6. Place strips of masking tape on large paper and have child place fingers on line, saying that horizontal moves from left to right, as child moves fingers.
7. Place a sticker on left side of paper and a sticker on right side of paper. Ask child to move hand from sticker to sticker.
8. See Beery's Test of Visual Motor Integration Manual.

*May not be appropriate for totally blind child

FINE MOTOR 46+

age 2-3

TURNS PAGES ONE AT A TIME

1. Provide the child with books with thick plastic coated pages to look through and manipulate. Provide blind child with books that have interesting things to touch.
2. Place your finger under next page so it rests just slightly above rest of book, and have child turn page.
3. Have child turn the pages for you while you read the story. Praise and thank child for helping you.
4. Use picture books or "scratch and sniff" books to encourage page turning.
5. Make a scrapbook of pictured favorite objects, place index tabs on the corners of the pages for ease in turning.

+May be acquired at later age for totally blind child

FINE MOTOR 47

age 2-3

PUTS FITTED LIDS ON BOWLS OR PANS

1. Demonstrate placement of lid on bowl or pan. Then co-act with child. Use one pan and fitted lid to start.
2. Give child several pans and lids. Help him or her find lid that fits each pan.
3. Tell child you will leave room and wait for him or her to place object in pan and put lid on. Then you will come in, guess the object from sound, then remove lid and object.
4. Blind child will enjoy metal pans and lids or plastic ones that make a nice sound when the lid is put on.

FINE MOTOR 48

age 2-3

UNWRAPS SMALL OBJECT

1. Model how to remove wrappings of treat, using a treat both you and the child will enjoy.
2. Begin by partially removing the wrapping and allowing the child to help more and more with the task.
3. Vary the wrapped items so the child will not lose interest - such as bits of cereal, cookies, crackers, a small toy, or a book.
4. Wrap an item in many layers of paper. Let each member of the family remove one layer and person who removes last layer gets the item as reward. Be sure that at least the first time the child gets the reward.
5. Wrap blocks or balls in foil. Or wrap cookies for snacktime. Foil is excellent as it forms the shape of the wrapped object.

FINE MOTOR 49

age 2-3

TEARS PAPER INTO TWO STRIPS

1. Place hands on child's hands. Put hands together, thumbs side by side. Grasp paper and pull one hand towards body and pull one hand away from body, thus tearing paper.
2. Make sure fingers are in center of paper next to each other.
3. Make paper chains from strips that the child tears.
4. Encourage child to share drawing paper by tearing it in half.

FINE MOTOR 50

age 2-3

FOLDS PAPER IN HALF IN IMITATION

1. Show child corners of wash cloth or hankey, then bring two lower corners up to match upper corners. Repeat with child, then have child do alone.
2. Bring one edge of paper over to other edge and ask child to create the fold. Praise child. Reduce amount of help given.
3. Let child practice refolding items with creases, like napkins and kleenex.
4. Draw a line through middle of paper. Let child fold on this line.
5. Use construction paper; have the child fold in half to make tents, make a "tent city" with correctly folded papers.
6. Draw funny face on lower half of piece of paper and draw bug on underside of top half. Center the bug so that when the paper is folded correctly in half, the bug will be on the nose of the face you drew.

FINE MOTOR 51

age 2-3

TAKES APART AND PUTS TOGETHER SNAP-TOGETHER TOY

1. Hold child's hands in yours as you pull toys apart and put together again.
2. Attach objects together with "Velcro" and have child imitate pulling apart. Reinforce.
3. Play tug-of-war with child by each holding a plastic object that has been fastened to the other in an attempt to pull them apart.
4. Attach facial features to a felt "happy face" with snaps or grippers, have the child take off and put on the features.
5. Have child find the object with the hole and the object with the protrusion. Make sure he or she has one of each so they will connect.
6. Use two boxes, one container for objects with holes and one container for objects with protrusion. Have child take one object from each box into each hand and connect the two.

FINE MOTOR 52

age 2-3

SCREWS TOGETHER THREADED OBJECT

1. Use jars with lids, nuts and bolts, or nesting barrels. APH Constructo-Set has wooden nuts and bolts.
2. Place your hands over child's and help him or her make the twisting motion to screw object together.
3. Hold bottom piece while child screws on top.
4. Child may need to hold container between knees for added stability. Encourage him or her to hold the jar near the top with left hand and to twist the lid with the right. Reinforce opening jar by having a treat or toy surprise inside the jar.
5. Initially, make certain lid is started on threads correctly so that child can finish turning on the lid.
6. Verbally describe action as a "turn to the right."

FINE MOTOR 53*

age 2-3

GRASPS PENCIL BETWEEN THUMB AND FOREFINGER, RESTING IT ON THIRD FINGER

1. Place pencil in correct position in child's hand. Guide child's hand as you mark on paper. Praise child for making mark while holding pencil correctly.
2. Physically guide child in holding pencil between thumb and forefinger. Gradually reduce aid as skill increases. Reinforce child for holding pencil correctly.
3. Grip aids are available commercially to help maintain correct grasp. Wrapping popsicle sticks around the pencil will also form a triangular base. Thumb, forefinger, and third finger all rest on separate popsicle sticks.
4. Large manuscript or beginner pencils are easier to grasp. Special lead pencils are available that conform to small child's hand.
5. Blind child could use unleaded pencil on strip of clay to make indented design and at the same time learn to use proper pencil grasp. Blind children will be expected to write their own names (signature) in the future.

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*May not be appropriate for totally blind child

FINE MOTOR 54*

age 2-3

DRAWS A CIRCLE IN IMITATION OF PRINTED OR RAISED LINE CIRCLE

1. Have the child use finger to make the circular movement on the paper, in flour or in sand, or fingerpaint to provide additional practice before using a crayon or pencil.
2. Take the child's hand and guide him or her in making the circular movements with a crayon, pencil, or felt pen. Praise the child as you do this.
3. Have the child trace around the circle you draw, then encourage him or her to make one on his or her own. Reward "good circles" by drawing "happy faces" inside them.
4. Use large newsprint to encourage gross movement of the arm before reducing the size of the paper and requiring the finger movement of fingers and hand.
5. Have child practice drawing circles inside circle template.
6. Draw funny faces without the circle for the head, have child draw circle around face.

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*May not be appropriate for totally blind child

FINE MOTOR 55

age 2-3

PUTS TOGETHER 3 PIECE PUZZLE

1. Remove only one piece and have child replace it. Then remove two, then three as child gains in skill.

2. Have child touch puzzle pieces and shape of hole before placing piece.

3. Guide child's hand in fitting the pieces, giving simple instructions like, "Turn it around."

4. Trace around edges of pieces in puzzle tray so child can see shape of piece separately. Erase lines as child gains in skill. Use raised lines (glue thread or string) in puzzle tray to help blind child.

5. Help blind child by co-acting putting puzzle together. Place last piece near its place in the puzzle and help child slide it in. This way he or she completes the puzzle. Offer less help as child is able to slide puzzle pieces into place.

FINE MOTOR 56

age 3-4

SNIPS WITH SCISSORS

1. Use training scissors with double handles, with which you guide child's hand. Teach child how to pick up scissors safely by holding scissors around closed blades.

2. Cut out strip ½" wide and help child place scissors all the way to the end of the indention and cut. Decrease the size of the strip until child is able to start cutting at edge of paper.

3. Place child's fingers in the proper position. Hold your hand over child's and say, "open," "shut," as you cut.

4. Hold paper and help child place scissors so that blades are open and in proper position on the paper. Verbally describe action.

5. Fringe sides of paper by cutting 1 snip at a time around edges, adult holding paper for child to snip.

6. If child cannot manipulate scissors, go back to activities such as picking up objects (cotton balls or marshmallows) with tongs and transferring them from one container to another.

7. Co-act with blind child and examine what happens to paper when another person cuts. Help child hold 2 sides of paper as another person cuts them apart so he or she can feel what happens to the paper.

FINE MOTOR 57

age 3-4

OPENS AND CLOSES DOORS, CABINETS, DRAWERS AND WINDOWS

1. Demonstrate action of opening and closing doors with child and request child to open and close without aid.

2. Repeat above with cabinets, drawers and windows.

3. Allow child to enjoy sounds of opening and closing, but caution not to over-do sound making.

4. Place surprises inside closets or drawers - have child open door, cabinet or drawer to find object. Have child hide surprises for you. Use sound cues to figure out where object is hidden.

5. Windows which slide up and down will be more difficult than doors which swing open and shut. Co-act opening sliding windows. Help blind child go in and out windows, cabinets, and doors.

FINE MOTOR 58

age 3-4

REMOVES AND INSERTS SMALL PEGS IN PEGBOARD

1. Place pegboard before child full of pegs. Child should use thumb and forefinger to remove all pegs. Help child use container for pegs removed from pegboard.

2. Child uses finger on left hand to find hole and keep finger near hole. Child uses right hand to hold peg and place in hole left hand has located. If child is left handed, reverse hands.

3. See Teaching Activities for Fine Motor #42.

FINE MOTOR 59

age 3-4

PASTES

1. Put paste in inverted baby food jar lid.
2. Help child place forefinger in paste, then place paste from finger onto object to be pasted.
3. Give child reminders that a lot of paste isn't needed.
4. Demonstrate to child how much paste is needed and that it is important to go to the edges with the paste.
5. Help child tactually examine what he or she has pasted.

FINE MOTOR 60*

age 3-4

DRAWS (+) IN IMITATION OF PRINTED OR RAISED LINE (+)

1. Use crayons, chalk, colored pencils, ink crayons, magic slate.
2. Have child imitate drawing vertical line, then horizontal line in two step imitation. Have child progress to copying the complete figure (+) after watching it being drawn.
3. Dot out figure and have child connect dots.
4. Physically guide child through motions reducing aid as child gains in skill.
5. Give the child verbal instructions as he or she draws. For instance, "Draw a line down. Now draw one across."
6. Use template for lines or make lines from masking tape for blind child to use as guide.
7. Blind children may use crayons for drawing and can then tell where lines are by touching them.
8. Have child draw (+) inside of a diamond to complete a kite. Allow child to decorate kite.

*May not be appropriate for totally blind child

FINE MOTOR 61

age 3-4

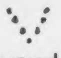
MAKES ROW OF 5 PEGS IN PEGBOARD IN IMITATION

1. Make a "pegboard" out of a shoe box by making 5 holes in a row. Use clothespins for pegs. Place one peg in a hole. Hand the child second peg and show child where to place the peg by pointing to the hole or guiding his or her other hand to the hole.
2. Count five pegs as you place them in hole, making sure left hand stays by empty hole while peg is held in right hand and brought to hole near left hand.
3. When all 5 pegs (or clothespins) are in pegboard in a row, help child examine the row and name it "row of pegs."
4. When making a horizontal row of pegs, work from left to right. When making a vertical row, work from top to bottom.

FINE MOTOR 62*

age 3-4

DRAWS A V STROKE IN IMITATION OF PRINTED OR RAISED LINE V STROKE

1. Show the child what to do making one line at a time ("Let's make a line down—then a line up.")
2. Let child trace over the lines you made and then have child make a V on his or her own.
3. Have child practice with finger in sand or on the table, then give him or her a pencil.
4. Help child connect the dots to form a V, such as  and praise success. Reduce the clues by making the dots lighter. Reward each improvement with smiles and praise.
5. Use a V-shaped template to help guide child as he or she draws.
6. Make line "V" in clay slab and have child trace over it. Provide smooth clay and ask child to make "V" stroke on clay.

*May not be appropriate for totally blind child

FINE MOTOR 63

age 3-4

STRINGS SMALL BEADS

1. Help child use index finger to locate small hole. Explain that these small beads are like the larger ones he or she learned to string earlier but they are smaller.

2. Co-act stringing the small beads and decrease assistance gradually.

3. If hole seems too difficult to find, try beads with larger holes.

4. If string doesn't have a stiff plastic coated end, put hair pin on end of string. Help child hold onto hair pin and push it through hole.

5. Try stringing macaronis of various sizes, starting with the largest pieces.

6. See Fine Motor #37 for additional ideas if this skill is too difficult.

FINE MOTOR 64

age 3-4

COMPLETES 6 PIECE PUZZLE

1. Take out one or two puzzle pieces to begin with. Let the child watch you or tactually "look" as you remove the pieces from the puzzle. Then replace them. Take them out again and hand them to the child, one at a time, for him or her to replace.

2. When child can do this, remove 3 pieces, then 4 and finally all the puzzle pieces. Reward success with praise and smiles.

3. Guide the child's hand to help him or her fit the pieces in the holes, once child has chosen the correct hole. Give simple instructions like, "Turn it around, move it a little." Withdraw help as the child gains in skill. Praise improvement.

4. Give the child a puzzle piece. Tell him to look at the puzzle to find where it goes before he or she tries placing it. Praise success.

5. Have child trace the shape of puzzle pieces with fingers before they are placed.

6. Trace with pencil around edges of puzzle pieces in the puzzle tray so child can see each shape separately. Erase lines as child gains in skill. Use raised lines (glued thread) for blind child. Remove when no longer needed.

7. Color adjoining edges of pieces the same color as an extra hint. Gradually reduce reliance by pointing out other features.

FINE MOTOR 65

age 3-4

TRACES AROUND INSIDE OF TEMPLATES WITH FINGER, PENCIL OR CRAYON

1. Use templates of circle, square, triangle. Use ink crayons, colored pencils, and crayons. Demonstrate to child by tracing around inside of template. Lift and show child design to motivate him or her. Use crayons for blind child so he or she can feel the shape.

2. Hold template steady for child, show him or her how to hold and move hand out of way.

3. Show child how to hold it with one hand while he or she traces with other. Tape template to paper if necessary.

4. Ask child to make shape pushing against the cutout edge of stencil.

5. Help child try tracing around cookie cutters.

6. When bathing, let the child trace wall tile patterns in water and suds with finger.

7. Use shapes in sand box. Encourage child to make "pictures" by tracing objects with finger or stick. Praise good tracing.

FINE MOTOR 66

age 3-4

ADDS LEG AND/OR ARM TO INCOMPLETE PERSON

1. Take turns with the child talking about and finding body parts on yourself and the child.

2. Draw a stick person leaving out 2 obvious body parts (leg and arm). Ask the child to name which body parts are missing, and draw them.

3. Draw several pictures of a person, leaving out a different body part for the child to identify and complete.

4. Position felt pieces on felt board to make a person. Have child imitate you and talk with child about each part of body as it is being put on felt board.

5. Have child look at self in floor length mirror and name his or her body parts as parent points.

6. Use a magic slate and draw a person. Lift up page slowly so child can see legs disappear. Ask child what's missing and have him or her draw in missing parts. Draw person sideways and have just an arm disappear.

7. Use puzzle that has parts of a person or use a clay person and repeat above activities.

FINE MOTOR 67*

age 3-4

DRAWS A DIAGONAL LINE FROM CORNER TO CORNER OF SQUARE

1. Dot line for child to follow diagonally from corner to corner of a solid line square.
2. Physically guide pencil stroke from corner to corner of paper, lessening aid as child gains in skill.
3. Place a sticker on opposite corners of paper and ask child to connect them with a line.
4. Fold paper diagonally. Have child trace over crease.
5. Once child has drawn 2 diagonal lines then allow the child to color in each triangle and cut on the line, then fold corners to center to make pin wheel.
6. Use tape or other raised lines for blind child to follow.

*May not be appropriate for totally blind child

FINE MOTOR 68*

age 4-5

DRAWS A PERSON (HEAD, TRUNK, 4 LIMBS)

1. Use circles and lines. Draw a person and have child draw each line after you make one. Use verbal clues.
2. Use simple spoken directions such as "take a good look, what else does the person need?"
3. Show the child how to draw a person first with a O, then a +, then add legs. Child may also add facial parts, hands, and feet.
4. Have child lie on brown wrapping paper. Trace his or her outline. Have child color in him or her self. Talk about body parts as child colors.
5. Draw part of person for child and let him or her finish it. As the child gains proficiency, have him or her draw more of the person.
6. If child leaves out some body parts give cues like, "does the person have feet?" or point to the place where the body part should be and ask, "what goes here?"
7. Initially accept stick persons. When child is proficient at this level require him or her to draw a person using regular line drawing style. Begin by showing how to put clothes on the person by drawing them over the stick person.

*May not be appropriate for totally blind child

FINE MOTOR 69+

age 4-5

CUTS ALONG 8" STRAIGHT PRINT OR RAISED LINE

1. Draw heavy line across 8" x 11" paper. Have child cut along line as you fold paper. Gradually reduce aid.
2. Make paper chains out of strips that were cut on lines correctly.
3. Start with a 4" long line and lengthen line to be cut as child improves.
4. Draw two lines about ¼" apart and ask child to try cutting between the lines.
5. Use verbal cues ("on the line," "open," "shut") to keep child cutting until he or she reaches end of paper. Praise good cutting.
6. Help blind child cut along corrugated paper, paper with raised lines, or tape on paper.
7. Paste cardboard on back of paper leaving a ½ inch "corridor" of space. The ½" space in the cardboard should be behind the heavy black line on the front. Scissors will be guided by cardboard.

+May be acquired at later age by totally blind child

FINE MOTOR 70

age 4-5

WRAPS OBJECT IN PAPER OR FOIL

1. Select special occasion when gift wrapping is a family activity. Ask child to select paper he or she likes and a bow to put on top.
2. Place small box in center of paper or foil. Co-act these steps with child. Bring lower part of paper up and over box. Press paper over edges of box. Bring upper part of paper down and over box. Bring right side of paper up and tuck edges. Repeat with left side.
3. Show child where to put tape and help him or her tape the gift. Help child put on sticky bow as final touch. Praise!
4. Repeat with another box and paper giving help as needed and praising attempts to wrap independently.

FINE MOTOR 71*

age 4-5

DRAWS A SQUARE IN IMITATION OF PRINTED OR RAISED LINE SQUARE

1. Draw a square. Have the child trace over it using finger and then a crayon. Give physical help if needed, by guiding the child's hand.
2. Draw an incomplete square and let the child complete it. ┌ ┌┐ Reduce the clues to dots. ∷
3. Ask the child to draw a square as you draw one so he or she is imitating each line separately rather than all four. Then give child two lines └ ; then three ⊏ to imitate and finally the complete square. Praise the child as he or she improves.
4. Draw squares in flour, sand, and fingerpaint with finger.
5. Give child verbal cues as he or she draws. Say, "Start here, now go down and across, etc."
6. Have child complete square in 2 strokes ↓└→ (down and across then →┐↓ across and down). This way, the child can judge how long to make the second set of lines.
7. Place 2 toy cars in upper left hand corner and have pretend gas station in lower right hand corner. Have child drive cars on "roads" to gas station. ┐ and └

*May not be appropriate for totally blind child

FINE MOTOR 72

age 4-5

TAPES (PAPER SCRAPS, PICTURES)

1. Take two pieces of cardboard and lay them side by side with edges touching. Ask child to pick them up with one hand. Show how tape can hold two pieces together. Ask child to pick up taped pieces in own hand and help him or her "look" at the taped pieces.
2. Use masking tape roll with end loosened. Press loose end at top of meeting of two papers. Bring roll of tape down and over two paper edges. Tear from roll at bottom of joined papers.
3. Make joined patterned papers into cover for scrap book for child. Ask child to make a cover with you, then ask child to make one for another person.
4. Have child cut masking tape in lengths that will be needed for taping paper to wall or refrigerator. Have child judge length needed by using his or her finger as measure of pieces of tape.
5. Show child how to break off a piece of Scotch tape from a dispenser with serrated edges.

FINE MOTOR 73

age 4-5

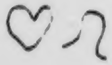
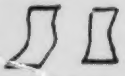
LACES SEWING CARDS

1. Use masonite board containing holes ½ inch apart and heavy shoe lace. Dip ends of shoe lace in glue and allow to dry if end isn't already stiffened.
2. Use vise to attach lacing board to side of table or otherwise steady the lacing board. Both hands are needed to find hole and lace.
3. Tie knot in end of lace and help child find hole with one hand; keep this hand near hole. Bring hand holding lace to hole. Push lace through hole, catch lace with hand near hole and pull lace until tight.
4. Repeat this process from other side of board.
5. Guide child's hands and give verbal direction until independent.
6. Attach bobby pin to end of lace for easier lacing.

FINE MOTOR 74

age 4-5

CUTS 2 INCH CURVE FOLLOWING PRINT OR RAISED LINE

1. Use heavy line as guide initially. Physically guide child in holding and turning the paper as he or she cuts. Gradually reduce aid to verbal cues of "turn" and "cut on the line" and finally have the child cut on the line independently. Reinforce successful cutting.
2. Cut corners from a square.
3. Cut out circles. You hold paper and turn as child cuts.
4. Cut out "tail" following heavy lines on paper.
5. Use simple shapes with gentle curves. 
6. Cut curved strips of paper. 
7. Make a curved line with glue on a paper. Allow it to dry. Ask child to follow curve with one hand on raised line and one hand using scissors.

FINE MOTOR 75

age 4-5

FORMS WITH CLAY OR DRAWS SHAPES FROM RECALL (CIRCLE, SQUARE)

1. Present several circles (or squares) of wood or paper.
2. Give child paper and pencil or clay and stylus and ask child to draw a circle (or square). Help only as needed.
3. Review activities for Fine Motor #54 and Fine Motor #71 if child has difficulty.
4. Play game with child. Say "I'm going to show you a shape and then put it away. Let's see if you can remember what it looks like and make one."

FINE MOTOR 76

age 4-5

FORMS WITH CLAY OR DRAWS SIMPLE RECOGNIZABLE OBJECTS (BALL, PENCIL)

1. Model the making of an object on paper or with clay. Ask child to copy after seeing or feeling what you modeled.
2. You and child both have clay or writing materials and have child imitate what you do step by step. Help blind child examine your hand movements.
3. Encourage child to sit and draw with colored pencils or chalk, crayons, ink crayons, paint or play with clay.
4. Ask child to draw a picture of something he or she had to eat today or make an apple out of clay.
5. Encourage blind child to make clay model of something easily held that he or she is familiar with.

FINE MOTOR 77

age 4-5

CUTS OUT 2 INCH CIRCLE ALONG PRINT OR RAISED LINE

1. Draw circles on paper with heavy black lines. Use different thicknesses of paper.

2. Start with a heavy sheet of paper with a circle about 4 inches in diameter and circles inside that one down to about 2 inches in diameter. Have child cut them out, one at a time, starting with the largest, until he or she gains skill in cutting smaller circles. Praise child after each circle and challenge him or her to cut a smaller one.

3. Initially you may need to help child turn the paper or use verbal cue of "turn, turn." Gradually reduce the aid.

4. Encourage the child to practice cutting circles by using kitchen scissors to cut cheese slices and luncheon meat into circles for designs on bread.

5. Make raised line with glue for blind child to follow or use tracing wheel.

FINE MOTOR 78°

age 4-5

INSERTS PAPER INTO BRAILLER

1. Name keys and levers to child. Ask child to touch each key and name.

2. Place child's hands on yours and move stylus to left stop area. Release 2 catch rollers, pulling back lever. Grip paper with both hands and place edge on and over back bar. Push lever for catch rollers forward, thus gripping paper. Grasp left hand roller and turn toward body, until paper is rolled in even with back bar.

3. Repeat several times and then take the child's hands and co-act the steps above. Release your hands from child's whenever he or she shows ability to do this skill alone.

4. Blind children often like to press the keys to make random braille dots. After paper is inserted in brailler, encourage child to press the levers and then touch the dots.

°May be appropriate only for the child who will be a braille reader

FINE MOTOR 79

age 4-5

CUTS OUT AND PASTES SIMPLE SHAPES

1. Encourage child to cut out random shapes from colored paper. Paste shapes into collage on posterboard.
2. Help child cut out pictures of familiar objects from magazines. Trace with pencil around pictures in scrap book. Paste picture into penciled outlines to make a scrapbook.
3. Assist child as he or she cuts out pictures in sticker books. Pictures are already perforated and easy to cut. Show child how to wet backs of stickers and paste onto paper.
4. Mark around pictures in toy catalog or magazines with felt pen making heavy triangle, circle, curved or square shapes. Let child cut them out and paste in a scrapbook or on a large sheet of newsprint.
5. Give blind child glue outlines of a triangle, a circle and a square to cut out and paste.
6. Use different textured paper for blind child to make a collage.
7. If child has difficulty, review Fine Motor #59 and # 74.

FINE MOTOR 80

age 4-5

MAKES CLAY SHAPES (PERSON, ANIMAL, TABLE)

1. Practice rolling clay balls with child. Then show child how to press balls together to make a person or animal shape. Help child copy yours. Give verbal and manual assistance as needed.
2. Help child roll 5 "sticks" plus a flat rectangle. Show child how you attach "sticks" to form legs and tail for an animal or legs for a table. Let clay dry and use objects as play animals or furniture.
3. Practice using cookie dough to make people and animals. Let child eat the finished product.
4. Use marshmallows and have child stick them together with frosting - or attach toothpick legs and arms.

FINE MOTOR 81

age 5-6

PRINTS OR BRAILLES FIRST NAME

1. Print child's name on lines of primary paper. Have him or her trace it. Use capital letter for first letter and lower case for remainder of name.

2. Direct child's moves with verbal cues and praise attempts to trace or copy name.

3. Dot out letters between lines for child to connect. Give assistance as needed.

4. Write part of child's name (Mar_ or _ary). As child learns to write letter, then have child write more letters independently.

5. For blind child place your fingers over child's and press together on keys of brailler, saying each letter as you press. At this point, don't confuse child by saying number of key. Repeat until process is smooth and then teach one letter or contraction at a time. Be sure to use capital sign for first letter.

6. Use capital indicator (dot 6) for first letter of child's name in braille.

7. Help blind child touch brailled name. Praise him or her for helping you braille.

FINE MOTOR 82*

age 5-6

DRAWS TRIANGLE IN IMITATION OF PRINTED OR RAISED LINE TRIANGLE

1. Provide child with printed or raised line triangle as a model.

2. Take the child's hand and guide him or her in making a triangle. Reduce aid by reducing pressure on child's hand.

3. Have child trace around the shape or over the shape you have already drawn. Verbalize the movements as you make them.

4. Draw incomplete shape for the child to complete. ∠ ∧ Use dots for child to connect. .˙. and gradually make the dots lighter.
   ...

5. Tell child to make a tent like ∧ , then add a line across the bottom to put a floor in the tent. Praise success or improvement as the child gains in skill.

6. Make triangles in flour, fingerpaint, or sand with finger.

7. Use a cut out triangle pasted on a sheet of paper and lay paper over it. Have child trace around it.

*May not be appropriate for totally blind child

FINE MOTOR 83

age 5-6

USES PINCH CLOTHESPINS TO HANG UP ITEMS

1. Use clothespins that do not require too much strength to pinch open.
2. Place child's hand on rim of large can. Co-act fastening clothespin with the other hand to the rim of can. Help child pinch the clothespin using index finger and thumb. Decrease help as child gains independence.
3. Following same procedures, have child fasten clothespins onto cardboard.
4. Have child fasten clothespins onto clothesline, using both hands - one hand on the clothesline, one on the clothespin. Be sure line is low enough for child to reach comfortably.
5. Hang a small cloth on the clothesline. Help child fold the cloth over the line and hold it with one hand while attaching clothespin.
6. Help child hang up simple clothes items on clothesline.

FINE MOTOR 84

age 5-6

PRINTS OR BRAILLES LOWER CASE LETTERS

1. Review letters in child's first name. (see Fine Motor #81)
2. Ask child to name letters of alphabet presented one at a time. (see Cognitive #124) Select letters in last name or in name of family members as new letters to print or braille.
3. Make worksheets that have one printed letter and several dotted replicas of that letter. Help child trace the model letter and then connect the dots in proper order.
4. Verbally describe movements (up, over, around, straight line down, straight line over right). Give physical assistance as needed.
5. Help blind child develop strength in hands and fingers with extra practice pounding clay (Fine Motor #38). Braille-written manipulation requires more strength than pencil and paper work.
6. For braille reader first help child learn the number of each lever on the braille writer (1-6). Then use a large model of a braille cell and teach the number of each of the six dots in the cell 1 • • 4
   2 • • 5
   3 • • 6
7. Teach braille reader first ten letters of alphabet (a-j) as they require only dots 1-4. Introduce letters one at a time. Add next ten (k-t). Point out to child that k-t are just like a-j with dot #6 added. Introduce last six letters of alphabet last (u-z).

Note: Some blind children may become optacon readers (outline of print letters raised) and will thus need to learn shape of each print letter. Most 5-6 year olds will not be ready for this skill due to very fine tactual discrimination required of the child.

FINE MOTOR 85

age 5-6

SPREADS FINGERS, TOUCHING THUMB TO EACH FINGER

1. Demonstrate and ask child to try spreading his or her fingers and touching thumb to each finger. Co-act with blind child.
2. Help child touch thumb to each finger. Start with the index finger which child can already to if he or she uses pincer grasp. (Fine Motor 16)
3. Have child try picking up small objects with thumb and each of the other fingers. Let child keep the objects he or she can pick up.
4. Draw a face on each finger. Encourage the thumb to "kiss" each finger nicely.
5. Print numerals on each fingertip. Have child count or say the number as he or she touches each with his or her thumb. Praise success.

FINE MOTOR 86

age 5-6

PRINTS OR BRAILLES UPPER CASE LETTERS

1. Review activities on Fine Motor #84. (Capitals may sometimes be taught first to print reader but not braille reader.)
2. Begin with child's initials or other letters that child will soon use as capitals.
3. Draw one line at a time and child does likewise on his or her paper until form is made. Use a different color for each line. Tell child to copy form using same color you did.
4. Provide a chalkboard and chalk. Encourage child to form letters by going from left to right and by making downward strokes for vertical letters.
5. Provide fun practice by letting the child use a shoebox of sand and a stick to make sand writing. Print with squeeze tube of frosting on wax paper, when hard, child may peel off and eat. Use plain or colored water to "paint" letters on the sidewalk or driveway with a big brush.
6. Make name tags, place at table markers, door identification name.
7. Show blind child that in braille a capital letter is just like a lower case letter but it has one dot (dot 6) in front to indicate the letter is capitalized. This same dot can make any braille lower case letter into a capital letter.

FINE MOTOR 87*

age 5-6

COLORS WITHIN LINES

1. Use simple shapes and figures that are heavily outlined in black on white paper or newsprint.

2. Demonstrate how to color in the lines. Color geometric shapes first, then move to simple pictures.

3. Use coloring book with large, simple pictures. Have the child outline the picture first, then color it. Praise child for staying within the lines of pictures.

4. Use Elmer's glue and completely outline the drawing. Allow the glue to dry. This will provide a tactile guideline to help the child color within the lines.

5. Help child color inside a metal template or make templates of plastic coffee lids or paper plates. As child's skill improves try having him or her color inside a heavy marker line. Gradually reduce aid. Reinforce success at each step.

*May not be appropriate for totally blind child

FINE MOTOR 88*

age 5-6

USES PENCIL SHARPENER

1. Give child a thick new pencil that will belong to him or her. Show child where to insert pencil into sharpener. Hold your hands over child's and physically guide through operation.

2. Use thick pencil at first. Gradually introduce thinner pencils.

3. Instruct child to take pencil out occasionally to check if it is sharp enough.

4. Count the approximate number of turns needed to sharpen a pencil on sharpener. Have child count to that number while turning the handle so that he or she does not sharpen away entire pencil. Reinforce for doing a good job of sharpening.

5. Discuss and demonstrate to child that there are various size holes to insert pencil into. Explain that the pencil must fit fairly loosely inside hole. If too tight, the pencil won't sharpen correctly.

*May not be appropriate for totally blind child

FINE MOTOR 89*

age 5-6

TEARS SIMPLE SHAPES FROM PAPER

1. Show child how to tear a shape. Use both hands in pincer grasp. Begin with simple shapes such as a ball or a leaf. Progress to a doll, an animal. Praise all efforts.
2. At first, make an outline on paper or have child draw guidelines of the shape to be torn out. As child gains the skill of tearing paper with some sort of guide, have him or her try it without aid.
3. Tape or staple the outline of a shape on a piece of paper. Have child tear around it.
4. Initially use a plastic bowl, cup or plate or a metal template held against the table top. Have child tear the paper from around the object. Gradually reduce aid to outline of cardboard or drawing. Reinforce success at each step.

* May not be appropriate for totally blind child

FINE MOTOR 90*

age 5-6

FOLDS PAPER SQUARE ON DIAGONAL

1. Draw heavy line on square from upper left corner to lower right. Draw the line on both sides of the paper so child can see it when folding and after paper is folded. Gradually use lighter or dotted lines.
2. Have child fold paper that you have already creased. Then have him or her fold a piece of paper over one that has already been folded.
3. Demonstrate activity. Do one step at a time and have child copy.
4. Place matching colored dots, stickers or pictures on the two corners that will touch when the square is folded diagonally.
5. Use verbal cues such as "make certain the corners are together." Gradually reduce the aid given. Praise the child's work.
6. For blind child, use tracing wheel to make fold line or let line of glue harden.
7. Point out to child after he or she has folded a square diagonally that two triangles were created. Encourage child to color the triangles two different colors.

*May not be appropriate for totally blind child

FINE MOTOR 91

age 5-6

OPENS AND CLOSES LARGE SAFETY PIN

1. Try safety pin in advance to see that it is one that opens and closes easily. Show child items that are pinned together.
2. Model process for child. Help child hold safety pin on sides. Feel which side will move inward and push gently till pin becomes unfastened. Carefully examine opened safety pin so child knows there is a very sharp pin tip.
3. Help child hold pin carefully while it is open. Let child feel where top catch is and bring pin tip down past latch and then into latch. Remind child to check to see that pin is closed securely.
4. After success in opening and closing the safety pin, show child how the pin can be used to fasten two pieces of cloth together.

FINE MOTOR 92*

age 5-6

DRAWS DIAMOND SHAPE IN IMITATION OF PRINTED OR RAISED LINE DIAMOND SHAPE

1. Draw diamond one side at a time while child observes. Ask child to trace each line you make.
2. Draw one diamond shape for child to use as a model. Next to it make diamond made of dots for child to connect. Aid with verbal cues or physical guidance if necessary. Gradually reduce number of dots or make them lighter.
3. Withdraw verbal cues and physical guidance until child can copy diamond shape with only the model to look at. Have the child trace diamond templates or sand paper diamond shape with his or her finger before drawing it.
4. Draw a +. Have child connect ends to form a kite.
5. Draw a tent. ∧ Draw another tent upside down V right below it.

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*May not be appropriate for totally blind child

FINE MOTOR 93

age 5-6

HITS NAIL WITH HAMMER (1½" NAILS WITH BROAD HEAD, SMALL, "REAL" HAMMER AND SOFT WOOD)

1. Use 2 hammers, one for you and one for child. Use soft wood for pounding and nails with large heads. Encourage child to imitate your pounding.
2. Co-act pounding nails with child. Then, give physical help by guiding child's hand.
3. Have child grasp handle close to head of hammer at first. Gradually move hand to normal position as he or she gains skill.
4. Start the nails for the child by pounding them in ½". Be sure he or she can pound fairly well before having child start the nails.
4. Space each nail so child has room to miss without hitting another nail.

GROSS MOTOR 1

age 0-1

MOVES HEAD TO SIDE WHILE LYING ON BACK

1. Extend one of child's arms outward and bend other arm upward so child will turn to side of extended arm.

2. Touch child with soft or textured object. Touch face, arm and hand first on one side, then on the other.

3. Lay baby in different positions in bed or on exercise mat.

4. Fasten musical toys or bright mobile to the left and right sides of the crib. Play the toy on one side then the other.

5. Talk and call to baby from one side of crib and stroke or touch child's arm or side. If child doesn't turn head, gently move it to the side and reward with a big smile and gentle praise.

GROSS MOTOR 2

age 0-1

THRUSTS ARMS ABOUT - NO DIRECTION

1. Flex one arm at a time toward child's face.

2. Put a bracelet on child's wrist that's made of jingle bells - alternate wrists.

3. Lay child on back in crib. Tie one end of several feet of elastic to child's wrist. Tie a bell or other noisemaker to opposite end. Put this end up over side of crib so that arm movements will cause bell to go up and down.

4. Very young infants are generally wrapped snugly in a blanket. Try to plan for times during the day when the child can be unwrapped and allowed to move arms freely. After diapering or while bathing would be natural times to encourage child to thrust arms about. Encourage child by alternately shaking his or her arms and allowing opportunity to do it himself or herself.

5. Position child on side. Place soft squeak toys within child's reach so arm movements will cause toys to squeak.

6. Gently stroke arms and hands to stimulate movement.

GROSS MOTOR 3 age 0-1

KICKS VIGOROUSLY WHILE ON BACK

1. Grasp child's feet and pump legs up and down. Gradually reduce pressure as the child begins to kick on his or her own.

2. Provide opportunity for the child to kick in water.

3. Lean over child and let him or her push feet into your stomach. Lean back, using verbal exclamations. Then push forward on child's legs again.

4. Tie a board to the side of playpen or place child at end of crib so that toes touch the board and knees are slightly bent. When child starts to kick, encourage his or her delight by showing pleasure with your expression and words. Try uncovering child's feet so bare feet get direct stimulation. Vary the activity by covering the board with bright and tactually pleasing objects.

5. Hang a large, rectangular surface (cookie sheet, heavy cardboard) between crib posts with tough elasticized rope so that it will return to resting position when baby stops kicking.

6. Tie bells or soft squeak toys to child's ankles.

7. Gently stroke child's legs and bare feet to stimulate him or her to move and kick.

8. Place hanging toys (aluminum pans, soft toys, noisemakers) on a low string or yarn attached between crib posts. Encourage child to move feet and kick the toys.

GROSS MOTOR 4+ age 0-1

HOLDS HEAD UP WHILE ON STOMACH

1. Place child on stomach, hold flashlight at eye level. Move light to midline and up a few inches, turning and lifting child's head to follow light.

2. Place your face directly in front of child's. While talking to child, move up a few inches. Assist child to lift head by lifting forehead.

3. Place child on stomach. Place rolled up towel or 2-3 inch bolster under child's shoulders. Hold light or musical/squeak toy directly in front of child's eyes, gradually moving object up. Assist child to follow light or sound by lifting forehead.

4. Stroke or touch child gently under chin to encourage him or her to lift head.

5. Position child on stomach for 10 or 15 minutes every hour to build tolerance of prone position and to give opportunity to lift and turn head. Place light, bright toy, or sound source directly in front of child, at or a few inches above eye level.

+ May be acquired at later age by totally blind child

GROSS MOTOR 5+

age 0-1

HOLDS HEAD ERECT WHILE BEING CARRIED UPRIGHT

1. Hold child so he or she is facing over your shoulder. Place your hand on top of child's head to steady it in upright position. Gradually release your hand, tapping child's head back to upright if it drops. Gentle movement (walking, rocking) may help by increasing child's awareness of head position.

2. Hold child so he or she looks over your shoulder at a light source or bright object at eye level.

3. Have another family member stand in back of you facing child. Have him or her hold a very bright object, or sound a noisemaker at child's face to get his or her attention. Gradually move object up so child will hold head erect. Assist if necessary by placing your hand on top of child's head and raising to erect position.

+ May be acquired at later age by totally blind child

GROSS MOTOR 6

age 0-1

CONTROLS HEAD AND SHOULDERS WHEN SITTING PROPPED WITH PILLOW

1. Seat child in corner of sofa or stuffed chair. Prop with pillow. Place head and shoulders upright. Attract attention forward with musical toy or noisemaker. Assist to hold head erect if necessary by placing your hand on top of child's head, tapping it to remain upright.

2. Sit cross-legged on floor. Hold child in your lap, facing away from you, his or her legs over yours. Support child around chest with one hand. Place your other hand on top of his or her head, moving head to erect position. Gradually release support, tapping top of head to keep erect.

3. Seat child in small cardboard box, propping with pillows. Be sure that child's arms are free to move and that the sides of the box at least reach his or her armpits.

GROSS MOTOR 7+

age 0-1

HOLDS HEAD AND CHEST ERECT WHILE ON STOMACH SUPPORTED ON FOREARMS

1. Roll small blanket or use pillow or bolster, place under armpits to hold head and chest erect. Hold light at eye level, slowly raise while encouraging child to lift head to follow light. Assist if necessary, by lifting chin.
2. Hold pleasant smelling bite of food under child's nose, touching upper lip if necessary. Slowly raise your hand, encouraging child to get the bite. Give child food when head and chest are erect.
3. Prop a mirror or shiny cookie sheet in front of child. Encourage child to look at image by tapping mirror and saying, "See the baby."
4. Place child on stomach, propped on forearms. Help child support head with your hands. Gradually reduce the support you give. Use bright toy or noisemaker to encourage child to lift head.
5. Talk to child and encourage him or her to lift head and shoulders. Praise and give attention only when he or she is supporting own head and shoulders.

+ May be acquired at later age by totally blind child

GROSS MOTOR 8

age 0-1

TURNS HEAD FREELY WHEN BODY IS SUPPORTED

1. Prop child securely in infant seat, high chair or corner of large chair or sofa. Talk to him or her in one ear then the other, giving child time to turn head to your voice. Sound bell, rattle or musical toy to each side in same manner.
2. Seat the child in a room where you are working (kitchen, living room). Talk to the child, rattle the dishes, make movements that encourage him or her to turn head.
3. Seat child in infant seat or high chair at family dinner table. Talk to child; praise for turning head in response to different family members.
4. Place child in infant seat or propped in chair. Cross hands over chest and slowly rock him or her from side to side, so that head moves freely.

GROSS MOTOR 9

age 0-1

ROLLS FROM STOMACH TO BACK

1. Place child on stomach on padded surface, arms overhead. Touch favorite toy to one hand then raise toy, touching child's hand again. to encourage child to reach for toy. Continue touching child's hand with toy then moving toy overhead so child rolls over. Give child toy when he or she rolls over.
2. Place child on stomach on padded surface, right arm overhead, left arm bent so hand is under left shoulder. Sound favorite rattle, squeak toy or musical toy, near left hand. Assist child if necessary to turn head to left. Slowly move toy overhead encouraging child to follow and roll to back for toy. Encourage child to roll to right and left.
3. Sit near child's side. Touch him or her, tugging at shirt, and talk affectionately to encourage child to roll to you.
4. Put child on side. Encourage child with sound and bright toys. Turn his or her head toward the shoulder that is off the floor. If necessary, help the child roll to his or her back.

GROSS MOTOR 10

age 0-1

TURNS FROM BACK TO STOMACH

1. Place child on back. Touch favorite soft or squeak toy to one hand then move toy few inches toward middle of child's body. Continue touching toy to hand then moving away to encourage child to reach across body and roll over for toy. Assist if necessary by shifting shoulder of reaching hand. Give toy to child when he or she rolls to stomach.
2. Position child on side with pillow or bolster behind him or her so child cannot roll to back. Place very soft squeak toys in front of child. Show toys to child by using child's hand to squeak toys. Encourage child to roll to stomach, pushing gently with pillow to assist, if necessary.
3. Place child on back on bath towel or blanket. Tell child what you are going to do, then roll him or her over gently by raising one side of towel until child rolls to stomach.
4. Place child on back. Sit to one side of child and touch opposite hand then move your hand away, encouraging child to reach for your hand. Touch child's hand and move away again, until child reaches toward you and rolls over. Assist, if necessary, by raising shoulder of reaching hand. Pick child up and play with him or her after child has rolled over.

GROSS MOTOR 11 age 0-1

PULLS TO SITTING POSITION WHEN GRASPING ADULT'S FINGERS

1. Prop child to an almost sitting position. Grasp child's hands and very slowly help to sit up a few inches. If head drops, raise it by lifting at top of head (not back of head). Continue assisting child to sit up giving assistance if necessary to keep head in line with body. Slowly lower child to pillows, assisting as necessary, to prevent head from dropping back. Gradually lower propping items.
2. Place child on back on bed or floor. Place your fingers in child's grasp. Enclose his or her fingers with your hand and slowly pull so child's shoulders are just off the floor. Wait for child to raise head, then continue to pull to sitting position. Assist child to raise head if necessary, by lifting at top of head.
3. Using two people, one kneeling behind the child's head and holding the child, and the other taking the child's hands, pull child to a sitting position. Gradually reduce support given to the head.
4. Lay child on lap with head at your knees. Help child pull to sit, using your fingers and bracing feet against your stomach.
5. Give child incentive to pull up to sitting position by wearing bright or noisy necklaces, colorful clothes and/or strong scents. Dangle a favorite toy from your mouth as you encourage the child to pull to sitting position. Reward by giving the object to the child.

GROSS MOTOR 12 age 0-1

MAINTAINS SITTING POSITION WITH SUPPORT

1. Place pillows around child and keep pillows high on sides.
2. Sit the child in corner of a couch or chair with pillows for support.
3. Sit the child in a high chair with the straps loosely tied for support.
4. Place the child between your legs and place his or her arms on your legs for support. Gradually sit farther away so child is supporting self with hands and only slight pressure on back.
5. Place child in an infant seat and draw him or her up to you, holding his hands. Support head or shoulders if necessary.
6. Construct a right angle from plywood or cut cardboard box, utilizing one corner. Round edges. Prop child in box, placing one arm over side to maintain balance.

GROSS MOTOR 13

age 0-1

MOVES FORWARD ONE BODY LENGTH ON STOMACH

1. Place child on stomach, arms extended forward. Touch one hand with a bright or sound producing toy or bit of food, then move toy or food just out of reach. Continue, helping child to move forward by holding child's elbows to floor and pulling shoulders forward. Give child object if he or she assists in moving.
2. Position self in front of child with head at same level as child's. Smile and talk to child to encourage him or her to move forward.
3. Slowly pull child forward by pulling lightly under upper arms.
4. Place child on scooter board so that his or her tummy is on the board. Help child to move by moving arms in swimming fashion so that child propels board. Touch child's hand with goodies to encourage him or her to reach and move toward treat. Use sound producing object as incentive for blind child.

GROSS MOTOR 14

age 0-1

SITS SELF SUPPORTED

1. Sit on the floor with child sitting between your legs so that he or she can support self by placing hands on your legs.
2. Place the child's hands flat on the floor, palms down. As child is sitting, push down lightly on shoulders in bouncing manner.
3. Place interesting object in front of child so desire to sit is maintained.
4. Use pillows to cushion fall if child tips over. Sit facing child with feet outstretched; roll a ball or push a toy car to him or her.
5. Place child in sitting position between your legs and allow him or her to use hands for support. As child becomes steady, give him or her a toy to play with to encourage sitting without hand support.

GROSS MOTOR 15

age 0-1

STANDS WITH MINIMUM SUPPORT FROM ADULT

1. Have the child grasp your fingers. then pull him or her to a standing position, praising and talking to him or her as you do this.

2. Place your hands under his or her arms as child holds on to the crib or playpen railing. Gradually withdraw the support so that child is balancing on his or her own.

3. Place a jump rope, dish towel, etc. under the child's arms. Support him or her by holding ends of the rope up behind child. Gradually reduce support.

4. After the child is in a standing position at chair or sofa, sit on the floor near child's side and hold toy or treat near enough so he will withdraw one hand and reach for treat or object.

5. Use a "Johnny Jumper" hanging from door frame; lower it so child can place feet firmly on floor. When child tires, he or she can just sit without falling. Reinforce him or her with praise and smiles.

6. Place baby in a "walker" to provide additional opportunity for standing. Baby can sit in walker when he or she tires.

GROSS MOTOR 16+

age 0-1

STEPS SIDEWAYS HOLDING ONTO STATIONARY OBJECT

1. Place child in standing position at sofa or low table. Place bright or lighted toy or musical toy just out of reach to one side. Encourage child to reach for object, taking step to same side to regain balance. Give object to child when he or she takes a step.

2. Place child standing at chest high support (crib or playpen rail). Sit just out of child's reach, next to rail. Talk to child, encouraging him or her to move to you. Praise child for attempts to move.

3. Place child standing at stationary support. Assist, if necessary, to step to side by pushing down on one hip and encouraging child to step with the other leg by shaking favorite familiar noisemaker and touching it to child's hand.

+ May be acquired at later age by totally blind child

GROSS MOTOR 17

age 0-1

MOVES TO STOMACH FROM SITTING POSITION

1. Place child sitting on floor. Encourage child to reach for favorite toy by touching it to child's hand, then move toy beside child's feet. Continue moving toy to side, encouraging child to put hands on floor for support as he or she reaches for toy. Give object to child when he or she is on stomach. For blind child, use toy with continuous sound such as a music box.

2. Assist child to sitting position. Sit behind child, holding his or her waist securely. Tilt child to side while twisting so his or her hands come down to floor to one side of child's knees. Encourage child to move to stomach by sounding a noisemaking toy just out of reach. Touch toy to child's hand if necessary to remind him or her of its presence.

3. Place bells on child's shoes to encourage child to lean forward to play with feet. Assist child to regain erect position if necessary.

4. Place child sitting on floor. Arrange several noise toys or musical toys just out of reach beside feet, to encourage child to lean forward while getting to stomach.

GROSS MOTOR 18+

age 0-1

MOVES FROM STOMACH TO SITTING POSITION

1. When child is lying on stomach, roll him or her to the side, lift his or her knees toward child's chest, have child push with hands and sit up-right. Praise child while you're giving him or her aid. Gradually reduce aid. Do this when child is ready to get up from bed.

2. Place child on floor on stomach. Touch child's hand with an edible treat or a favorite "feely" toy (stuffed animal, squeak toy, wrinkled piece of paper) or sound a noise toy (music box, rattle) near child's hand. Gradually move object to side and raise it to encourage child to reach while changing position. Continue to tap child's hand with object or sound the noise toy while moving it. Reward child with treat or toy when he or she sits up. Use continuous sound toy for a totally blind child.

3. Assist child to side, lying, facing support (crib rails, chair). Tap rail and assist child to reach and grasp it, pulling self to sitting position. Reduce assistance as child does more for self. Hang mobiles, rattles, or other noise toys above child to encourage child to sit up.

4. When child is on stomach, encourage him or her to get to hands and knees position by lifting up on hip. Assist child to sitting by pulling hips gently back while encouraging him or her to reach up for noise or "feely" toy. (Sound noise or musical toy in front of face; or touch "feely" toy to hand, then raise toy, tapping hand to encourage child to reach.)

5. Assist child to move feet in front so he or she does not remain sitting on heels. CP children should not be taught this method of sitting up - consult physical therapist.

+ May be acquired at later age by totally blind child

GROSS MOTOR 19 age 0-1

ASSUMES CRAWLING STANCE (MOVES TO HANDS AND KNEES FROM SITTING POSITION)

1. Place child on stomach on floor. Raise one hip, then the other, assisting child to pull knees under him or her if necessary. Sound a noise toy above child's eye level to encourage him or her to straighten arms. Praise child when up in crawling position.

2. Place child on stomach across towel. Encourage child to raise up on hands and knees, assisting by lifting towel.

3. Place child on scooter board so stomach is supported by board. Assist child to rock on hands and knees. Sound noise toys while child rocks.

4. Place child sitting back on feet. Hold at shoulders and gently push forward so child supports self on hands and knees. Praise for staying up on hands and knees.

GROSS MOTOR 20+ age 0-1

PULLS SELF TO STANDING

1. Let child touch snack or noise toy, then place object on support that is waist to chest high (when child stands). Assist child to reach for object, moving to heel-sitting then pulling to on-knees. Assist child to place one foot on floor and push while reaching for object. Praise child and reward with snack or toy. Use continuous sounding toy for the totally blind child.

2. When child is seated on floor, assist to on-knees then encourage child to pull to standing by holding hands firmly and pulling gently up. Do this when you are going to pick up child from floor. Praise child for attempting to stand. Note: If child stiffens both legs at once, use suggestion 1. If he or she persists, consult therapist or physician.

3. Dangle toys above child's playpen that he or she will be able to reach by pulling self up using side of playpen.

4. Assist child to pull to on-knees at low windowsill, coffee table or toy chest. Encourage child to pull to stand by placing one foot flat on floor and raising his or her seat. (Note: Do not allow child to bang window.)

+ May be acquired at later age by totally blind child

GROSS MOTOR 21+ age 0-1

CRAWLS

1. Place child on scooter board so his or her tummy touches board. Sound a favorite noise toy just out of reach, or tap child's hand with a toy or treat, then move it just out of reach. Help child move by assisting child to reach and pull against floor. Give child toy or treat for smallest movement at first. Then gradually increase distance between object and child.

2. Assist child to hand and knees position. Sound noise toy just out of reach or tap child's hand with a favorite toy or treat, then move it just out of reach. Help child to move by encouraging child to reach with one hand, then move opposite knee forward; then encourage child to reach with other hand and move opposite knee forward. Reward slightest movement, gradually increasing distance.

3. If child reaches to sound, try placing beach towel under child's chest, holding ends. Place musical toy, beeper ball or other continuous sound source just out of child's reach. Lift towel so only child's hands and knees touch floor. Propel child slowly along floor toward sound source, praising child for movement of arms and legs.

4. As the child is held in crawl position, pull back on one foot, then let go. There will be an automatic movement to pull that leg forward. Do the same with each leg. Gradually pull more lightly and decrease aid to just taking hold of the foot. Move to continuous sound source just out of reach.

5. Using two people, pattern crawling movement. One person moves arms, the other person moves legs in an alternating manner. Crawl to something, so activity has a purpose for child. Say, "Let's go find Daddy."

6. Always assist totally blind child to creep to high chair, bath tub with running water, parents, siblings, so activity is functional.

GROSS MOTOR 22+ age 0-1

STANDS ALONE FOR ONE MINUTE

1. Pull the child up to standing position and place hands on a stable piece of furniture. Talk and smile as you do this. Gradually withdraw support. Offer child toys to get him or her to let go of object. Reinforce verbally.

2. While child stands with support, provide toy (balloon, flashlight, xylophone, drum) to keep his or her attention and decrease amount of support.

3. While child stands, place one end of towel in child's hand and support him or her by holding the other end. Allow slight slack in towel until he or she starts to bend knees, then gently make towel taunt to give support. Try to increase time that towel is slack.

4. Give the standing child something to hold in each hand, like small blocks to help maintain balance.

5. Pull child to standing at suspended toy (balloon). Move your hands down to child's hips then gradually reduce amount of support you give.

+ May be acquired at later age by totally blind child

GROSS MOTOR 23

age 0-1

LOWERS SELF FROM STANDING TO SITTING

1. Help the child bend knees to a squat position and move the child's hands down the crib rail, couch or playpen; then lower to sitting, and praise as you do this.

2. Before helping child to sit, show him favorite goodie or toy; then place it on floor near feet (a continuous sound source like a music box is good). Encourage child to get object.

3. When child is standing at support, assist to lower self by bending both knees, placing one knee then the other on the floor. Encourage child to sit to reach audible toys on floor.

GROSS MOTOR 24+

age 0-1

WALKS WITH MINIMUM AID (HOLDS ON TO ADULT'S FINGER)

1. Support the child's shoulders from behind. Slight pressure on the shoulders will help to alternate feet. Walk child to high chair, parents, treats, so walking becomes functional skill.

2. Have child carry object (toys, blocks). Support under child's arms. Gradually withdraw major support. Play a walking game, carrying objects to family members. Praise and reinforce.

3. Walking backward on your knees, hold each of child's hands and tug at them alternately or have child walk holding two peoples' hands. Reduce aid to one hand held and then to finger hold.

4. Help child walk hanging onto rope or towel. Gradually decrease pressure on rope.

5. Stand child in playpen, crib or at table or couch. Sound audible toy or offer treat (may touch child's hand then move away), holding it so child must walk a few steps with minimal support to obtain it. Gradually increase distance.

6. Encourage child to push weighted wagon, doll carriage, rolling stool or chair to gain practice in walking with support. Gradually decrease weights.

7. If child doesn't take alternate forward steps, guide his or her legs by gently pushing them from behind with your legs.

+ May be acquired at later age by totally blind child.

GROSS MOTOR 25+ age I-2

TAKES A FEW STEPS WITHOUT SUPPORT

1. Stand in front of child grasping both hands in yours. Pull gently forward. Gradually let go. Praise and reinforce.
2. Stand child a few steps away from desired object (audible toy, treat he or she has placed on chair). Gradually withdraw support as child moves toward object.
3. Giving the child something to hold or encouraging him to hold on to his own clothing may aid in helping him to maintain balance.
4. Encourage walking of totally blind child by keeping floor clear of small objects (books, shoes, toys). Do not rearrange furniture while child is learning to walk. Orient child to changes in room (new furniture).
5. Encourage child to lightly "trail" wall with one hand, leaving wall to go around furniture or across corners.

+ May be acquired at later age by totally blind child

GROSS MOTOR 26+ age 1-2

CRAWLS UP 4 STAIRS

1. Place several large pillows or bolsters on the floor. Place child on them and play with child. Then place child on floor and encourage to creep up on pillows. Assist child if necessary.
2. Use a low stool or box against the wall. Encourage child to creep up this one step, then try short flight of stairs.
3. Position child's hands and knees on the stairs. Place treat or audible toy that he or she would like on next step. Assist him or her to reach if necessary. Encourage child to get object.
4. Place the child in the crawl position and physically help move up the stairs. Hold child, moving knees and hands. Praise slightest efforts made by the child.
5. Begin with 2 steps for the child to crawl up. Place a treat or audible toy on the second step and help child, if necessary, to get it. Reduce help and gradually increase the number of steps to crawl up to get the goodie.
6. Sit several steps above child and call child. Encourage child to come to you. Have another person stay behind the child in case he or she slips or tumbles. Gradually increase the distance.

+ May be acquired at later age by totally blind child

GROSS MOTOR 27+ age 1-2

CRAWLS AROUND OR OVER OBSTACLES

1. When child is on floor, place furniture cushions or pillows near child on floor. Place audible toy (music box) or sound a noise toy on other side of obstacle. Encourage child to crawl over obstacle to obtain toy. Praise child for attempts to crawl over, assisting when necessary.
2. Encourage child to crawl on different surfaces, assisting if necessary onto carpets and thresholds. Have child crawl on slight inclines and declines, sidewalks and grass.
3. When child is in front of chair or sofa or other large piece of furniture, sound audible toy around corner and encourage child to crawl around obstacle to obtain toy. Encourage and praise child for efforts. Reward with toy when he or she reaches it.
4. When child is in front of chair or sofa, a sibling or parent "hides" around the corner and calls child. Encourage child to crawl to that person, going around obstacle.
5. Take child outside and "hide" behind tree. Call child to find you. Have another person assist child to crawl around tree if necessary. Praise child for crawling on grass, around tree.

GROSS MOTOR 28+ age 1-2

MOVES FROM SITTING TO FREE STANDING

1. When child is sitting on floor, provide a goodie or audible toy held above child's reach to encourage child to stand up. Tell the child what you have and that you want him or her to stand up. Give child object when he or she stands.
2. Extend your hand to child's or touch child's hand, and help him or her get up, then praise child and give him or her the goodie.
3. Reduce the amount of assistance by letting child do more of the pulling up to reach the standing position.
4. Use a chair. Have child pull self up to standing position. Gradually use lower chairs.
5. Assist child to move to free standing from sitting on floor, by assisting child to get to hands and knees then straighten legs to stand on hands and feet. Encourage child to stand upright by pushing on legs if necessary. Offer goodie or audible toy at standing height to encourage child to stand.

+ May be acquired at later age by totally blind child

GROSS MOTOR 29+

age 1-2

ROLLS A BRIGHTLY COLORED BEEPING BALL TO ADULT

1. Sit facing the child. Place the child's feet wide apart. Place your legs apart, too. Sit 2 feet from the child and roll the ball to him or her. Place his or her hands on the ball and help him or her roll it back to you. Gradually increase the distance between you and the child. Reward all improvements by praising the child.

2. Sit in back of the child. Take his or her hands and help him or her hold the ball. Help child roll the ball across the floor to another person. Reduce the amount of help given as the child gains the skill.

3. Seat child facing corner with feet wide apart touching adjoining walls. Assist child to roll ball so it hits wall and returns to child. Gradually reduce assistance.

4. Use empty detergent bottles as bowling pins. Roll ball to knock them down.

+ May be acquired at later age by totally blind child

GROSS MOTOR 30+

age 1-2

CATCHES A ROLLED BRIGHTLY COLORED BEEPING BALL

1. Sit facing child. Place child's feet wide apart. Always talk to child letting him or her know when you roll the ball. Say, "Ready --- catch!" Roll the ball on "catch!"

2. Position child's arms so hands are at floor ready to grasp ball when it touches child's hands. Say, "Ready --- catch!"

3. Sit in back of child. Take his or her wrists and assist child to get hands down and apart to get ready, then help him or her to catch ball rolled by another person. Say, "Ready --- catch!", or some other verbal cue.

+ May be acquired at later age by totally blind child

GROSS MOTOR 31 age 1-2

SEATS SELF IN SMALL CHAIR

1. Stand child up near small chair. Touch parts of chair with child and name the parts: legs, seat, back. Give child time to explore a chair. Tap chair seat, assisting child to find chair seat with his or her hand. Lower child to seat. Do fun activity (patty-cake) when child sits.

2. Stand child up near small chair. Tap chair seat, assisting child to find chair again if necessary. You let go and encourage child to seat self. Praise success.

3. Whenever child is to sit in chair, encourage independence by tapping chair or placing child's hand on back of chair, instead of seating child in chair.

GROSS MOTOR 32+ age 1-2

WALKS INDEPENDENTLY

1. Stand the child with his or her back against furniture or wall, facing you. Have a toy or goodie ready. Sit on the floor a few feet from the child, ready to catch him or her if necessary. Call child, praising him or her for independent walking.

2. Provide a doll buggy or stroller with the handles lowered, or a large cardboard box, so the child can push it. This will provide child with support while gaining practice in walking without parental help. Pushing a small child's chair or stool across the floor will provide the same kind of practice.

3. Place 2 small chairs within two to three feet of each other and place the child between the two chairs. A parent and brother or sister can sit in each chair. Encourage the child to move from chair to chair by using favorite toys or treats and praise. Gradually increase the distance between the chairs. Praise the child for each improvement. Gradually increase distance between chairs.

4. Encourage totally blind child to walk by keeping rooms free of clutter. Do not rearrange furniture. Orient child to changes in room (new furniture).

5. Encourage totally blind child to lightly "trail" wall with one hand but discourage using wall as support.

6. Give child an interesting pull toy to walk with for additional reinforcement.

+ May be acquired at later age by totally blind child

GROSS MOTOR 33+ age 1-2

WALKS AROUND OR OVER OBSTACLES

1. Hold child's hand and assist as child steps on or over low obstacles (threshold, curbs). Encourage child to step up or step down and praise for all attempts.
2. Give child large cardboard boxes to play in. Help child to hold on to side and climb in and out. Encourage child to climb in and out independently.
3. Take child outside to yard or park and let child explore trees, rocks, stumps, bushes, branches, holes in ground, etc. Hold child's hand and help him or her to step on or over obstacle. Praise child for all efforts.
4. Encourage child to trail with hand as he or she walks around large pieces of furniture (sofa, bookshelf).

+ May be acquired at later age by totally blind child

GROSS MOTOR 34+ age 1-2

WALKS BAREFOOT ON GRASS AND VARIETY OF SURFACES

1. Take child's shoes off when indoors (at your house and at friend's houses). Encourage child to feel different textures and surfaces on floors (rugs, linoleum, wood). Encourage child to walk barefoot indoors. Talk about the different surfaces feeling cold, hard, soft, scratchy.
2. Encourage child to feel with his or her hands a variety of surfaces outdoors (grass, sand, dirt path, gravel, mud and mud puddles, sidewalks).
3. Hold child's hand and walk with him or her a short distance on the new surfaces. If child is very resistant, let child get used to one or two new surfaces at a time before introducing more.
4. Place child standing barefoot on new surface. Step back 1-2 feet and call child to walk to you. Touch child's hand to encourage him or her to walk.
5. Place a blanket with favorite toys on lawn, sand. Help child to feel toys then walk with him or her a few feet away from blanket. Encourage child to return to blanket.
6. When walking on an inclined or hilly area outdoors, the child may have difficulty with balance. Stay close to child so that walking barefoot continues to be a positive experience.

+ May be acquired at later age by totally blind child

GROSS MOTOR 35+ age 1-2

CRAWLS DOWN 4 STAIRS, FEET FIRST

1. Initially use a short flight of stairs or motor development stairs available through equipment supply center.

2. Place cardboard box (about 8" deep) upside down on floor next to child. Pat box, encouraging child to feel it. Help child crawl onto box giving all physical support and encouragement needed. Now encourage child to crawl off feet first, helping as needed. Praise for trying. Make a game of climbing on and off box.

3. Place the child on the last step from the bottom. Put your hands on child's waist and help him or her crawl down giving all verbal and physical help needed.

4. Repeat over and over giving less help each time and gradually number steps to 4.

5. Put child at top of steps. Position yourself 2 steps lower than child. As child comes toward you, move down the steps just in front of child. When child reaches bottom of steps, praise and hug.

6. Sit at bottom of steps. Call child to come down the steps to you.

+ May be acquired at later age by totally blind child

GROSS MOTOR 36 age 1-2

CLIMBS INTO ADULT CHAIR, TURNS AND SITS

1. Place child facing front of upholstered chair, hands on chair. Help child raise knee on chair and give him or her a boost up. Turn child if necessary. Gradually reduce physical aid.

2. Sit in chair. Encourage child to crawl up and sit with you, and give any physical assistance necessary.

3. Remove the seat cushion from the chair so the child doesn't have quite so far to go.

4. Help the child, if necessary, grasp hold of the arm of the chair for support in pulling up. Encourage child to turn and sit.

5. Use a kitchen chair with rungs on the back. Encourage the child to bend over the front of the chair to reach and grasp a rung for support in pulling self up.

GROSS MOTOR 37

age 1-2

SQUATS AND RETURNS TO STANDING

1. Hold child's hands for support as he or she lowers self to a squatting position. Assist child in bending knees if necessary. Make a game of "down" and "up".
2. Hold child's hands or hips (have child hold your legs so he or she can feel you move down and up) and help him or her to bend down saying, "Now we are small," and then straighten up saying, "Now we are tall." Encourage child to imitate your movement, decreasing the amount of help you give him or her.
3. Place some of child's favorite objects in a place where bending and straightening up is required to get them.
4. Have the child pick up toys.
5. Play ball or bean bag games that require the child to pick up the object in order to continue playing with it.

GROSS MOTOR 38

age 1-2

PUSHES TOYS

1. Help child to push wheeled toys (animals that make sounds, trucks with clicking or engine sound) while crawling. Encourage child to do it without help.
2. Help child to push toys with long handle and noisemaker ("corn popper", chime with handle) while seated or crawling.
3. Encourage child to hold handle of push toy while standing. Show child how to push toy back and forth to make noise.
4. Encourage child to hold toy and walk pushing toy, making noise. Help if necessary.
5. Encourage child to push box carrying favorite toys.

GROSS MOTOR 39+ age 1-2

PULLS TOYS WHILE WALKING

1. Provide several pull toys that make different sounds, ("Molly Moo Cow", school bus).
2. Put string or handle in child's hand. Direct child to walk to somebody and show off pull toy.
3. Hold your hand over child's as he or she walks along pulling toy.
4. Have child pull a small wagon with a favorite toy inside while walking.
5. Child might like a textured ring or bracelet attached to the end of the strings of pull toys. This will also be easier to grasp for some children.

+ May be acquired at later age by totally blind child

GROSS MOTOR 40 age 1-2

USES ROCKING HORSE OR ROCKING CHAIR

1. Show child the rocker and demonstrate how it is used. Place the child in the rocking chair or on a rocking horse. If a rocking horse is used, be sure the child's hands are put on the handles or bars. Use only a very gentle rocking motion. If the child shows any fear, take him or her off.
2. Place a doll or animal on the horse or chair and let the child feel the animal "rock" as he or she pushes. Then try the child again.
3. Place the child in a small rocker so feet touch the floor. Show child how to push with his or her arms and legs to get the rocker going. Reduce help as the child begins to rock self.
4. Show the child how to mount the horse. Use a step stool if needed. Show the proper foot placement and how to swing one foot over the horse.

NOTE: Do not emphasize rocking with totally blind child. Discourage child from rocking except on rocking horse or rocking chair.

GROSS MOTOR 41

age 1-2

WALKS UPSTAIRS HOLDING ONTO ADULT'S HAND OR USING HAND RAIL

1. Practice marching to music. Hold child's knees and help him or her to lift them high to give child the idea of stepping up.

2. Practice walking up curbings holding onto the child's hand. Praise and encourage him or her.

3. Begin with the two bottom steps on a set of stairs. Have the child place hand on the rail and you take the other hand. As you walk up the step, gently pull on the child's hand to encourage him or her to step up.

4. Place goodies or toys on every other step. The child should walk up stairs using railing and your hand for support. Help child to find goodie or toy each time he or she steps up.

5. Move child's legs up and down in a marching fashion. Then place one leg on a step. Place your hand behind child's knee and move leg up to the other step. Praise and reward him or her for each step taken.

6. Walk up the stairs backward in front of the child and reward for each step he or she succeeds in climbing up.

GROSS MOTOR 42

age 1-2

BENDS AT WAIST TO PICK UP OBJECTS WITHOUT FALLING

1. Model how you want child to pick up objects. Praise child for bending at waist as you do. Give physical aid if necessary.

2. Have child pick up tall objects at first. As child becomes more coordinated at bending over, reduce the height of objects to make activity more challenging.

3. Roll ball to child as he or she stands. Ask child to pick it up.

4. Have the child pick up toys or books and place in toy cart or box. Reinforce by clapping each time he or she succeeds. You can take turns, first you pick up an object and clap, then have the child pick up an object.

5. It may be more appropriate for totally blind child to squat until he or she can learn to consistently protect his or her face in bending over.

GROSS MOTOR 43

age 2-3

EXPLORES ENVIRONMENT (HOUSE AND YARD)

1. Give child time to initiate the exploration of something interesting before intervening and verbally explaining it. If child does not explore the object, tell him or her what it is and show it. Examples are vacuum, egg beater, pets, soft bath mat, door stops, typewriter, etc.

2. Let child participate in household and garden chores. Explain what you are doing. Entice child to explore by asking about exciting sights, sounds, smells and tactual sensations of the environment.

3. Name rooms of house and make associations of room name with activities and objects in the room. Tell child you are cooking in the kitchen. Get child to help you by handing you bowls from the cupboards. Set aside a cabinet for things that are permissible for child to explore. Put different size spoons, bowls, containers in it.

4. Identify objects, furniture, rugs, heaters, doors, for child when he or she comes in contact with them. Take child for a walk around the perimeter of a room and name the items that he or she sees and feels. Show child how things open and close (cabinets, refrigerator, etc.)

5. Take child outdoors and look and touch and talk about the flowers, grass, trees, snow, birds, puddles, rain, wind. Let child have some time and space to walk around. Watch carefully so that child does not get hurt since this may impede the exploration for a while. If there is a fence, show child how to follow it around the yard.

GROSS MOTOR 44

age 2-3

LOCATES TOILET, SINK, OWN CHAIR

1. Describe the path you take to the bathroom when with the child. ("Pass the bedroom, go around the toy chest, turn and here is the bathroom.") Describe the path to the sink and the toilet. Have the child follow this path behind you as you describe it. Eventually tell the child to find the toilet without help. Begin from a consistent place in the house. When child hits an obstacle, identify it and point him or her in the correct direction. If child demonstrates confusion, take child to the beginning reference point.

2. Try putting a smell clue on the toilet such as a deodorizer. Initially you can keep the water running in the sink as a clue until child can locate it.

3. Keep child's chair at table in a consistent place. Hang a picture or tactual object on the back of the chair. Use points of reference - change in floor surface, ticking clock - to describe where the table and chairs are. Go through the path with the child starting from wherever he or she is when it's meal time. Have child walk around the table until proper chair is located.

4. Have someone in the bathroom or kitchen calling to the child. Teach child to keep one hand extended downward across the body with palm facing groin to protect him or her from bumping into a hard surface.

GROSS MOTOR 45

age 2-3

CLIMBS INTO HIGH CHAIR

1. When seating child in high chair for meals, lift up or remove tray. Then aid child physically through the steps of climbing into it. Have child hold on to sides of high chair, then put one knee upon seat, tell child to pull on arms, give child boost when bringing other knee up, turn around and sit.

2. After repeating this procedure many times, verbally telling the child what comes next, reduce your aid as thie child is doing more of the task independently. Praise child for all efforts and accomplishments.

3. Tell child what he or she will be eating at mealtime as incentive for climbing into high chair.

4. Make cookies or playdough together. Have activity take place in high chair.

GROSS MOTOR 46+

age 2-3

JUMPS IN PLACE WITH BOTH FEET

1. Show child how to bend knees. Then hold both child's hands and lift up on them as you both jump together. Say "jump" as you lift child off floor. Repeat this often until child can leave the ground with only a slight tug on hands. Gradually reduce aid until you are just holding child's hands, then child is just holding one finger on both your hands, then just one finger on one hand, then independently.

2. Use songs and poems that mention jumping as motivators.

3. Use crib, bed, small trampoline, or old mattress to give child the concept of the jumping motion.

4. Jump on different surfaces such as sand, carpet, grass, etc. Make sure it is a safe area since child might fall.

+ May be acquired at later age by totally blind child

GROSS MOTOR 47

age 2-3

WALKS BACKWARDS AND SIDEWAYS

1. Call the child toward you from a short distance and say "Walk forward to me." Then say, "Now walk backwards" and gently hold the child's hands as you move your body against the child's and walk slowly.

2. Stand beside the child and hold one hand. Walk backwards together.

3. Have child put his or her back against surface such as a wall, door, window or person. Then have child move forward about 5 feet. Tell child to walk backward to that surface. Let child knock on the surface or give the person a hug as a reward.

4. When teaching sideways walking, start with child's body against one surface and sidestep so that other side of body touches an opposite surface.

5. Hold both child's hands and sidestep together. Verbalize each step, "Take a step to the side, lift the other leg, legs together." Do this in a rhythm and move the child's legs as you say this. Be sure the child understands "legs together". It may be easier if you do this on your knees so child can put hands on your shoulders for balance. Practice walking to the other side as well.

6. Walk in different ways to music, songs. Teach a dance that incorporates backwards and sideways walking.

GROSS MOTOR 48

age 2-3

LOCATES 4 COMMON HOUSEHOLD OBJECTS (PHONOGRAPH, REFRIGERATOR)

1. When child wants a cold drink, a record on or a toy, tell child where you both need to go to get it. Describe what room it is in and what you pass to get it (rocking chair, etc) or what kind of surface you walk on (in the room with the rug). Walk in front of the child and have child follow you. Identify any objects or obstacles child comes into contact with along the way. Tell what other objects are near the object you are looking for.

2. Go to the object the child wants and say "I am near the refrigerator. Come here." Make a continuous sound at first by talking and/or knocking on the item or manipulating it so it produces a sound. Reduce this sound to intermittent cues such as repeating the sound at regular intervals. Work toward just making the sound once to give the child a direction and finally having the child remember how to locate the object without sound cues.

3. Add other household objects one at a time. Keep furniture in the same location while teaching the location of common household objects.

GROSS MOTOR 49

age 2-3

WALKS DOWNSTAIRS HOLDING ON TO ADULT'S HAND OR USING HAND RAIL

1. Start with a short flight of stairs such as outdoors leading to a house or just a step stool.
2. When child is on step, stand beside him or her and while holding one hand, walk down to the next step. Describe what you are doing and ask child to do the same.
3. You walk downstairs backward in order to face the child. Talk to child encouraging him or her to move one foot down. Place your hand on child's foot, pick it up, move his or her foot down. Make sure you are giving child full support and assurance so he or she doesn't become frightened. Praise for each attempt to move down one step.
4. Have child feel the stairs and/or the rail. Have child sit on the stairs and "bump" down. Tell blind child when there is a railing.
5. Gradually increase the number of steps.

GROSS MOTOR 50

age 2-3

CLIMBS ON AND MOVES LARGE WHEELED TOY

1. Introduce wheeled toy to child. Show all the parts. Have child explore it. Put toys, stuffed animals or real animals on wheeled toy and move around room.
2. Show child how to find the handlebars, hold them, put foot closest to seat over the seat and sit. Then tell child to make his or her feet "walk". Move feet if child doesn't do this. Repeat this procedure and gradually reduce your aid until child moves the toy independently.
3. Keep the toy in a special place so child can ride it when he or she wants.
4. Give child rides before he or she knows how to move it. Encourage child to make it move when you stop pulling it.
5. Play imaginative games such as pretending it is a car of firetruck. Make engine, horn and siren sounds as toy is moved by child.
6. Have siblings or other children ride their toys nearby.

GROSS MOTOR 51

age 2-3

THROWS BALL TO ADULT 4 FEET AWAY (ADULT GIVES SOUND CUES SUCH AS CLAPPING HANDS)

1. Begin by sitting facing child, rolling a ball, then standing and rolling a ball back and forth, then throwing it. Praise and reinforce.
2. Play a game with an innertube or basket and beanbag or ball, trying to toss the ball or bag in the ring.
3. Sit about one foot from child. Toss or roll a ball to child or place it in his or her hands. Tell child to "throw" ball to you. Remain close to child, making sure your hands are near his or hers to facilitate catching. Praise behavior. Repeat procedure several times and lengthen the distance gradually.
4. Sit behind child, take each arm while he or she is holding the ball and guide in throwing the ball. Praise and reward. Gradually remove the aid as skill is gained.
5. Use a bean bag, a foam rubber "beeping" ball, a bell ball, or a large brightly colored plastic ball. Stand about 3 feet from child and encourage him or her to throw the ball to you. Praise improvements in accuracy. Gradually increase distance.
6. Have blind child throw toward a wall so that he or she can hear if it hits in front or drops to floor or is off to the side. Hang a cookie sheet on the wall or fasten bells to a cork board as variations.

GROSS MOTOR 52

age 2-3

CLIMBS ON AND OFF TOILET (MAY USE SMALL STOOL OR STEPS)

1. Keep toy in bathroom and give to child when he or she is seated on toilet.
2. Show child where step is kept. Move it to toilet together. Have child hold onto toilet if necessary as he or she steps up. Show how to turn body and sit just like chair. Child can hold on to toilet with both hands to keep from lowering self too far.
3. Repeat the procedure together many times. Reduce physical aid and then verbal aid as child understands what is expected of her or him.

GROSS MOTOR 53

age 2-3

PUSHES CHAIR OR STOOL TO COUNTER AND CLIMBS UP

1. When child wants something that is too high to reach, show him or her where the stool or chair is kept. Standing behind the child, put your hands over his or hers and push the chair together near the object. Verbally describe tactual clues (have child touch them) that will aid the blind child in locating the part of the counter nearest the object he or she wants. Tell child to climb up and help him or her locate the object. Repeat this procedure until the child can do this independently.

2. Playing in the sink, helping wash dishes, getting a cookie from the cookie jar, may be motivating activities for your child.

3. A tactual clue can be added to a cabinet or part of a counter as an aid for the blind child. It can be as simple as a piece of tape.

GROSS MOTOR 54

age 2-3

BRINGS OR TAKES OBJECT OR GETS PERSON FROM ANOTHER PERSON ON DIRECTION

1. Make sure child has explores the rooms of the house with an adult and has been given names for each room.

2. Begin by choosing two rooms in the house - one to start from and one room as the destination. Have person that child like to to the destination room. Tell child where the person is and have the child listen to the persons continuously sounding voice. Walk with the child toward the room, talking to the child as you go about the path and the obstacles. Try to make the description concise so the child can remember it ("Let's go to the rocking chair, then turn right, go past the bathroom, turn left and here's Mommy in the kitchen.") Have child touch key landmarks (doorways, furniture) as you are describing them.

3. Repeat this path until child can remember it independently and get to the other room. Help child part of the way if necessary.

4. After child has learned a path with a continuous voice or sound cue, work toward the child finding his or her way with an intermittent sound source and then without any sound cue.

5. For the blind child, the change or rearranging of furniture can be confusing. If it is done, be sure to explain what has happened and if possible let child take part in the change.

GROSS MOTOR 55+

age 2-3

KICKS LARGE, BRIGHTLY COLORED OR BEEPING STATIONARY BALL

1. Show the child what to do by kicking a ball yourself. Encourage "hands on" examination of your movements for the blind child.
2. Physically guide the child in the act of kicking. Move his or her leg from the knee and ankle.
3. Practice kicking other objects - plastic pail, pillow, etc.
4. Use a "beeping" ball or "bell ball" with the blind child or child with severely limited vision.

+ May be acquired at a later age by totally blind child

GROSS MOTOR 56

age 2-3

SOMERSAULTS FORWARD

1. Demonstrate the somersault by doing one yourself. Encourage "hands on" examination of your movements by the blind child.
2. Help the child hold his or her head down while rolling over. Hold and push child as he or she rolls. Be sure your hand is in back of child's neck for protection.
3. You somersault with the child by having him or her imitate each of the movements needed to accomplish the skill. For instance, child gets on hands and knees in imitation of you, tucks head in imitation of you and so on until the final sequence of behavior is accomplished.
4. Position child bent over with knees flexed, head and hands on floor. Remind child to tuck in head, and physically guide him or her in "walking" his or her feet forward to tip over. Gradually reduce help using verbal cues of "walk" and "head in" and a gentle push as you say "over". Reinforce with praise and clapping.

GROSS MOTOR 57

age 3-4

RUNS HOLDING ADULT'S HAND

1. Use a large, flat, clear, open space where child cannot trip on or bump into any obstacles.
2. Place a toy or person a few feet in front of you. For blind child, have person call to child or use a sound toy. HOlding the child's hand, start walking toward the person and then say "Let's run, run, run, run... as you tug on the child's hand and take very small, slow running steps.
3. Run with the child often, slowly increasing the distance.
4. Have two people run holding the chld's hands.
5. Play a game where you and the child take turns chasing another person. Include siblings. Say something such as "I'm going to get you".
6. Encourage child to run to a special object, person or place a few feet away by saying "run, run, run....
7. Use running in association with hurrying to something or not being late as well as pure fun.
8. Vary your voice as you say "run, run, run, to keep the child's interest and motivation.

GROSS MOTOR 58°

age 3-4

TRAILS A WALL (CHILD WALKS WITH SIDE NEXT TO WALL. ARM NEXT TO WALL IS SLIGHTLY FORWARD, KNUCKLES OR BACK OF HAND "TRAILING" THE WALL)

1. Teach child to trail a wall only in a situation where it is an advantage (there are obstacles on one side of a hall but the other side is free so trailing that side would insure a clear path) If a child can walk freely down a hall or is familiar with a specific path do not encourage him or her to trail the wall.
2. Place the child's body in the correct position as you verbalize what he or she should be doing. Explain the reason for "trailing" and label the activity "trailing". Touch the child's side, knuckles and back of hand as you label these parts.
3. At first, have the child walk along a wall free of obstacles. Walk in front of child, repositioning the arm and hands as soon as the child is not in the correct position. Repeat this often until the child understands what the trailing position is and can walk along a wall in this position.
4. Vary the paths where the child can use this skill. Walk to palces that are fun such as the candy or toy store.

° May be appropriate only for the child who will need orientation and mobility training

GROSS MOTOR 59+

age 3-4

JUMPS FROM HEIGHT OF 8 INCHES

1. You jump, encouraging "hands on" examination of what you do by the blind child.
2. Have the child jump from one surface to another, as from sidewalk to grass.
3. Jump from one colored circle to another placed on the floor.
4. Have the child hold your hands and jump off a bottom step or curb. Gradually reduce the amount of assistance given until child is jumping independently.
5. Blind child should jump only from curbs that he or she has jumped from previously. Help him or her examine new steps and curbs carefully before jumping.

+ May be acquired at later age by totally blind child

GROSS MOTOR 60°

age 3-4

RUNS TRAILING A WALL OR ROPE (ADULT VERBALLY ASSURES CHILD THAT AREA IS CLEAR OF OBSTACLES)

1. Find a long open space such as a hallway or backyard. If there is no wall or fence hang a rope across the area at a height that is comfortable for the child to hold while running.
2. Walk through this space many times, having the child trail the wall (with back of hand or knuckles) or lightly trail the rope (with palm running along the top of the rope). Tell the child that he or she won't bump into anything because it is clear and open.
3. After child walks along this wall or rope independently, encourage him or her to run along it.
4. Put a surprise at the end of the path.
5. Call to the child from the end of the path. Start just a few feet away and work towards longer distances.
6. If necessary at first hold the child's other hand and run along with him or her. Gradually reduce your aid by having child hold just one finger and then run independently.
7. For totally blind child put a sound producing object at the end of the path.

° May be appropriate only for the child who will need orientation and mobility training

GROSS MOTOR 61

age 3-4

KICKS LARGE, BRIGHTLY COLORED OR BEEPING BALL WHEN ROLLED TO HIM OR HER

1. Demonstrate and describe kicking a ball
2. Physically guide the child in the act of kicking. Move child's leg from the knee and ankle. Have child maintain balance by holding onto a chair.
3. Child may have to lean against a wall to start out with the kicking.
4. After child can kick a stationary ball, kick or roll a ball slowly to the child. Say "Kick" as the ball approaches the child.
5. For additional practice in kicking a ball in motion, fasten the ball as a tether between two stakes or across a gate outside, or across a doorway inside, have child kick the ball and it will return to him or her. Praise child for good kicking and introduce new games requiring the new skill.

GROSS MOTOR 62[+]

age 3-4

WALKS ON TIPTOE

1. Verbally explain how to walk on toes and lift heels up as you demonstrate. Have blind child touch your bare feet as you do this. Encourage imitation.
2. Encourage the child to reach for objects on a table or counter where he or she must stand on tiptoe with support to get the object. Make a sound with the object for the blind child..
3. Have child hold a dowel or wooden spoon above his or her head. Pull up on this and encourage child to maintain his or her grasp. Then move it forward as you walk and encourage child to walk on toes. Gradually reduce your hold and let child walk alone holding the stick above for balance.
4. Practice tiptoeing into a room or behind someone to surprise him or her. Experiment with loud walking and quiet tiptoeing.

[+] May be acquired at later age by totally blind child

GROSS MOTOR 63

age 3-4

WALKS OR PLAYS IN WATER WAIST-HIGH IN SWIMMING POOL

1. Let the child adjust to water temperature gradually.
2. When child is standing in water, let him or her hold onto edge of pool to accustom self to the feeling of buoyancy.
3. Help child bounce up and down in water while holding onto edge.
4. Assist the child to kick in prone position holding onto edge.
5. Encourage bubble blowing and making "motor boat" sounds by buzzing lips at water surface.
6. Assist the child to walk in the water by holding his or her hand.
7. Encourage independent movement along edge and eventually away from edge.

GROSS MOTOR 64+

age 3-4

RUNS 10 STEPS WITHOUT TRAILING A WALL OR ROPE (ADULT ASSURES CHILD THAT AREA IS CLEAR OF OBSTACLES.)

1. After child can run along a wall or rope and/or holding an adult's hand, encourage him or her to run along the same familiar clear path independently.
2. Allow blind child to check the wall or rope intermittently until he or she feels confident that he or she is running alongside it. Begin by having a continuous sound cue at the end of the path so the child can get a straight line of direction. Eventually have only an intermittent sound source, then just call to the child once. Have child reduce dependence on the wall or rope.
3. Hold the child's hand and run with him or her slowly. Gradually increase the speed of gait and gradually remove your support. Praise success.
4. Practice running to a favorite person, toy or piece of playground equipment.
5. Practice by pretending to be a race horse, a "plow" horse, or different animals such as deer or fox.

+ May be acquired at later age by totally blind child

GROSS MOTOR 65

age 3-4

MIMES ACTION WORDS

1. Create situations where the art of "pretending" is essential such as a tea party, imitation of a home situation, feeding dolly, etc.

2. Select the action you want the child to mime. Ask the child to do this within the pretend situation such as eating a pretend piece of cake you just baked. Mime this yourself making appropriate sounds as you do this. Have child imitate or take child's hands to demonstrate the motion.

3. Mime brushing teeth, washing face, sleeping, eating, putting on a coat or socks or a hat, etc.

4. Sing a song to the tune of "Here We Go Round the Mulberry Bush" called "This is the way we__________" and put an action in the blank.

GROSS MOTOR 66

age 3-4

PEDALS TRICYCLE 5 FEET

1. If the child cannot reach the pedals, build them up with blocks taped or screwed onto the pedals.

2. Push the child on the tricycle to get the feel of pedaling.

3. Tape the child's feet to the pedals. Move the trike, so that the child can feel how the pedals work. Gradually reduce the amount of tape used. Straps from roller skates may serve the same purpose as tape.

4. Put pressure on the child's knees to help push the pedals down. Continue pushing each knee. Say "up," "down," etc. Decrease aid gradually.

5. Stand about one foot in front of the child on the tricycle. Call the child to come to you. Give assistance only as needed.

6. Put trike on a slight incline so child won't have to use as much pressure at first.

7. Use an open area free of obstructions.

GROSS MOTOR 67

SWINGS ON SWING WHEN STARTED IN MOTION. age 3-4

1. Use a chair swing first that may be found in a playground.
2. Push child in chair swing. Reassure child by keeping close to the swing, touching often. Do not swing high.
3. Have the child watch other children swinging and point out that their legs move back and forth to make the swing go. Encourage child to lean "back" and "forward."
4. Don't push the child each time the swing comes back to you encouraging child to move legs back and forth with each swing.
5. As child becomes more independent switch to a swing without sides and have the child hold onto the chain. Be sure the swing is low enough for feet to touch the ground. Continue encouraging child to swing on his or her own.
6. Stand in front of child and encourage him or her to reach out to you with the feet each time the swing comes forward to start a pumping motion.
7. Model the pumping motion and have the child tactually examine your movement as he or she sits on your lap.

GROSS MOTOR 68

CHILD CLIMBS UP AND SLIDES DOWN 4-6 FOOT SLIDE. age 3-4

1. Go down slide with the child on your lap.
2. Place child on the last 2 feet of the slide. Guide as child descends and praise. Then place child a bit higher letting him or her slide down holding him or her by the waist. Eventually let child climb to top and descend slide alone.
3. Use a small slide at first, and walk beside the ladder as child climbs. Hold child around waist on the way down the slide.
4. Later, wait at bottom of the slide to catch child and praise success.

GROSS MOTOR 69

age 3-4

WALKS UP STAIRS, ALTERNATING FEET

1. Help the child accomplish the task by assisting him or her to move alternate feet to the appropriate step.
2. When child can do this with reduced physical help, just touch the leg to be moved.
3. Hold onto the child's hand and help him or her walk up the steps alternating; then reduce the help. Have child hold railing to increase balance.
4. Have one of the child's shoes tied with red string, the other with green and place colored yarn, red and green on alternating steps going up. Praise the child and reward each improvement in skill. (Red shoe goes on red step, green shoe goes on green step, etc.)
5. Encourage blind child to always use railing or trail wall when walking up steps.

GROSS MOTOR 70

age 3-4

MARCHES (ADULT PROVIDES CLAPPING OR MUSIC AND VERBAL ASSISTANCE)

1. Model marching in place for child.
2. If necessary, give aid by grasping child's ankles and gently move legs up and down, alternating.
3. Use rhythm instruments such as drum, or cymbals to improve rhythm.
4. Remind child to lift knees by modeling with exaggerated movements and verbal reminder "knees up."
5. Play marching music with strong cadence beat to establish rhythm. Praise good marching.
6. Use an area free of obstructions for the totally blind child. Encourage marching to a sound source.

GROSS MOTOR 71

age 3-4

CLIMBS ON AND OFF JUNGLE GYM

1. Stand behind child to ensure safety. Tell and show child how to hold the appropriate bars with both hands and put feet on lowest rung one at a time. Continue to verbalize and aid if necessary the rest of the climbing procedure: move one hand to the next rung, then the other hand, then one foot to the previous rung. Then the other foot. Emphasize always holding on with at least one hand. Explain the danger of falling. Have someone stand at the bottom and call to the child so the child can gain an awareness of height.

2. Reverse this procedure going down.

3. This procedure will vary with jungle gyms. Experiment to find the safest method by trying it yourself and observing other children. If you feel a particular jungle gym is too high, try to find a smaller easier one to teach a child of this age.

4. Supervise this activity until you have confidence in the child's ability to perform the activity safely. Let child do as much as possible independently.

5. Sometimes a second person located under the child's feet better ensures his or her safety and allows for the first person to be more relaxed to teach this skill. Remember - all children take a tumble on large equipment. Do not be overalarmed and encourage the child to try again soon or within a few days.

GROSS MOTOR 72

age 3-4

CATCHES THOWN BRIGHTLY COLORED OR BEEPING BALL WITH TWO HANDS

1. Have the child hold arms out, and stand behind the child. Have someone toss a ball to the child, standing at first just a foot away. Push child's hands together to help catch the ball. Praise and gradually reduce aid.

2. Use a balloon at first so the child can get some idea of grasping onto a slowly moving object.

3. Have the child hold his or her arms out in front. Say "Arms out. Here it comes." Then gently toss the ball. Praise for improvement. As the child begins to catch the ball consistently, gradually increase the distance.

4. Use a large, light, brightly colored ball. For the blind child, a beeping foam rubber (Nerf type) ball would be appropriate.

GROSS MOTOR 73

age 4-5

STANDS ON ONE FOOT WITHOUT AID, 4 SECONDS

1. Place the child in a hallway or between 2 chairs. Have the child hold on to the wall or chairs with both hands as he or she raises one foot. Count slowly to 5, and praise the child as he or she gains in skill.

2. Use one small chair or hold one of the child's hands and ask him or her to stand on one foot.

3. When the child can stand on one foot with support, gradually reduce the support given. Go from holding on to a chair, to holding the end of a pencil (with adult holding other end).

4. Walking between rungs of ladder which is placed on the ground, stepping over a suspended rope and kicking a ball will provide the child with momentary practice of standing on one foot.

5. Let the child hold onto the pencil (without support on the other end) or a block to help balance.

6. Count aloud the number of seconds child stands. Start with the goal set at one or two seconds and gradually increase the time criteria.

GROSS MOTOR 74

age 4-5

RUNS CHANGING DIRECTION (ADULT ASSURES CHILD THAT AREA IS CLEAR OF OBSTACLES)

1. Mark a course with tape, string, or markers that would necessitate changing directions. Model activity for child. Have the totally blind child take your hand and walk through the course to be run (use large area, free of obstruction and assure the child that this is the case). Then run the course together (run very slowly at first and increase speed as the child gains confidence).

2. Have the totally blind child run to sound sources (someone clapping, someone calling, someone tooting a whistle).

3. Run relays. Play tag. The totally blind child can participate readily if the games are "partner" games.

4. Practice running with directions such as "Sime Says" or "Captain—May I ?" using 2-3 part directions such as "run to the tree and then to the swing." Have the totally blind child run with his guide.

5. Practice using "left" and "right" as direction words such as "run left, run right, run left" as directed by leader. Reinforce for following directions by allowing child to be leader. The totally blind child can be teh leader and call out directions to be followed by the guide as well as the other children.

GROSS MOTOR 75

age 4-5

WALKS FORWARD AND BACKWARD 4 FEET ON BALANCE BEAM

1. Place a board on the floor and have the child sidestep the length of it. When child has mastered sidestepping, change to heel-to-toe.
2. Take the child's hand if support is needed. Gradually reduce support and praise for improvement.
3. Have the child extend his or her arms to the side for added balance.
4. Let the child pretend to be a car, truck, train or cycle as he or she moves forward, backs into position to "load" etc. Reinforce good performance.
5. Place the board near a wall until the child gains confidence.

GROSS MOTOR 76+

age 4-5

JUMPS FORWARD 10 TIMES WITHOUT FALLING

1. Show the child what to do by jumping forward counting aloud. Have the blind child tactually examine your movements.
2. Practice jumping in place.
3. Stand in front of the child and ask him or her to jump to you. Gradually increase the distance.
4. Make chalk lines on sidewalk, or yarn lines on rug; encourage child to jump between lines. Have the blind child jump following a moving sound source (someone walking backward clapping).
5. Jump over pillows or pieces of form rubber.

+May be acquired at later age by totally blind child

GROSS MOTOR 77

age 4-5

USES TEETER-TOTTER (SEE-SAW)

1. Let child explore see-saw and manipulate it. Observe other children enjoying it. Point out the two seats. Have sibling, friend or adult sit on one seat. Show child how to hold the handle, put one foot over and sit on the other seat.

2. Talk about child being up and down. Create a poem or song about it. Emphasize the direction of up and down using different voices.

3. If necessary, sit behind child with hands on his or hers to ensure grasping the handle tightly.

4. Show child how to put feet on ground when his or her side is coming down. Demonstrate and describe the procedure as it is happening. Do the same with bending the knees and pushing up to raise him or her up.

5. Emphasize that child should not get off unless see-saw has stopped, feet are on the ground and adult says it's o.k. Do not let child get off independently unless you are sure both children are appropriate height and have a good understanding of the consequences of their actions on a see-saw.

6. Teeter-totter with children of different weights after skill is learned so child can learn difference when other child is heavy or light.

GROSS MOTOR 78

age 4-5

YANKS OR TUGS ROPE

1. Begin by having someone hold one end of a rope and have the child hold the other end. Help place the child's hands on the rope. Then stand behind child with hands over the child's and begin to tug. Reduce aid gradually until child tugs independently.

2. Play a game in which child pulls rope and gets it away from other person.

3. Play tug of war with two or more people in which people on both sides tug at rope to get rope away from other side.

4. Demonstrate standing in a way which allows you to pull the hardest without falling.

5. Tie one end of rope to a door or large object and have child practice tugging.

GROSS MOTOR 79+

age 4-5

JUMPS BACKWARDS

1. Choose open area to avoid bumping into things. Model activity. Begin by jumping backward one time. Gradually increase.

2. Hold child by the waist, standing behind him or her. Jump together until child is confident enough to jump by self.

3. At the beach, encourage the child to jump backwards from the sand into the water.

4. Practice jumping to a named location (jump to the sandbox, jump to the chair.) Have child begin with back or legs touching the object, then move forward, then jump back to it. Praise good jumping.

+ May be acquired at later age by totally blind child

GROSS MOTOR 80

age 4-5

WALKS INDEPENDENTLY AROUND OWN YARD

1. Use a point of reference (usually the point at which the child will enter the yard - back door, front door etc.). Describe the major features and objects around the perimeter of the yard in relation to the point of reference. Use a system - such as "go clockwise", "go left" or "turn right". This may be the time to introduce direction concepts (North, South, East and West).

2. Take the child around the yard clockwise, examining the major features and objects of the perimeter and relating them back to the reference point.

3. Take the child from the point of reference to various locations you have just explored and return.

4. Have the child move independently to the locations and return to the reference point.

5. Have the child move from one location on the perimeter to another without using the reference point.

6. When the child is familiar with the perimeter of the yard, use the same system to fill in the middle areas. If the yard is large it may be necessary to divide it into smaller areas and familiarize the child with one area at a time.

7. Have a treasure hunt (hide snacks or toys at various locations in the yard).

GROSS MOTOR 81

age 4-5

BOUNCES AND CATCHES LARGE, BRIGHTLY COLORED OR BEEPING BALL

1. Show the child what to do by bouncing the ball yourself.

2. Stand 3-4 feet away from the child. Bounce the ball to child and have him or her bounce it back to you.

3. Stand behind the child, take his or her hands to help bounce the ball.

4. Have the child drop the ball and catch it with both hands on the upward bounce.

5. Drop the ball and have the child bounce it.

6. Grasp the child's elbow and wrist. Help him or her bounce the ball by moving hand up and down.

7. Use verbal cues as you model and physically guide the action so that the child will use the cues to help with timing ("Bounce and catch").

GROSS MOTOR 82

age 4-5

GALLOPS

1. Have the child stand with one foot in front of the other. Practice shifting weight from one foot to the other, lifting the unweighted foot. Music is often helpful.

2. Have the child place his or her weight on the front foot and hop to the back foot. Repeat this activity having the child step forward and hop to the back foot. Use cue words "step, hop" to help with timing.

3. Use a "stick horse" and gallop to music.

4. Model each activity with the totally blind child and have him or her tactually examine your movements. Physically assist him or her with the movements.

GROSS MOTOR 83

age 4-5

WALKS DOWN STAIRS ALTERNATING FEET

1. Have child use hand rail and hold adult's hand.
2. Tie one of the child's shoes with red string and the other with blue. Place colored yarn, red and blue on alternating steps going down as a guide for the child. Praise child and remove yarn as he improves.
3. Show the child how to "step and hold" or stop in "stride" position with the lead foot on the stair below the trailing foot.
4. Initially have child walk down short flight of stairs or start near bottom of long flight.
5. Place a strip of carpet securely on every other step. Have the child remove one shoe and sock and descend, stepping on the carpeted stair with the bare foot.
6. Blind child should always use railing.

GROSS MOTOR 84

age 4-5

PEDALS TRICYCLE, TURNING CORNER

1. Place obstacles in path of child on tricycle. Ask child to try to go around obstacles.
2. Have child "chase" you on tricycle as you move in different directions.
3. Initially stand behind child and help him or her guide handlebars. Gradually reduce the aid in steering until the child can do it alone. it alone.
4. When child can pedal successfully forward encourage him or her to "turn" to the left or toward another object.
5. Clear a space large enough for the tricycle to make a full circle, tie handlebars in wide turn position so that child has practice riding in a circle.
6. Have the child go around an object or person.

GROSS MOTOR 85

age 4-5

PUTS FACE IN WATER AND BLOWS BUBBLES

1. Have the child scoop a double handful of water and blow bubbles in his or her hands. Repeat the activity moving the hands closer to the water's surface each time until he or she is blowing bubbles with hands submerged.
2. Make a motor boat sound by buzzing your lips at the surface of the water. Have the child make his or her own motor.
3. Blow a whistle softly above the surface of the water, then at the water's surface. Listen to the different sounds. Have the child repeat the activity.

GROSS MOTOR 86

age 4-5

HOPS ON ONE FOOT 5 SUCCESSIVE TIMES

1. Have the child hold onto your arm for initial support. Hop with child across floor and praise.
2. Use a rod or stick such as a broom handle. Stand in front of the child holding the broom handle at his or her chest level and let child hold it with one hand and hop. Replace broom handle with cloth. Put cloth in one of child's hands, other end in yours to give slight assistance.
3. Give the child something to hold in each hand, such as blocks, to give enough "support" to maintain balance while hopping.
4. Stand a short distance (2 feet) in front of the child and have him or her hop to you. When child can do this, gradually increase the distance. Praise each improvement.
5. Play stepping stones, hopping from 1 spot to another.

GROSS MOTOR 87

age 5-6

CLIMBS ON AND OFF BUS

1. Practice having child climb up high steps or put a step stool or bench near a doorway. Allow and encourage child to hold onto the edge of the doorway or the rail for support.

2. Locate an empty bus at school garage or bus station. Allow child to explore bus in its entirety - length, seats, aisles, coin machine, driver's seat, front and back doors and steps, etc.

3. Have child walk up the first step of the bus just as you practiced at home. Show him or her where the railing is if there is one. Repeat this as many times as necessary.

4. Take a bus ride to a favorite person or place. Talk about the sounds, smells and sights you pass. Get to know the bus driver.

5. For the blind child, emphasize that the bus may stop away from the curb. It is necessary to return to the curb immediately after the bus stops.

6. After showing the child where the doors are located, encourage the child to listen for the opening of the doors to locate them in order to board the bus.

GROSS MOTOR 88

age 5-6

SKIPS 10 FEET

1. Start by galloping—stepping with one foot, hopping with the other.

2. Stand behind the child and hold him or her under the arms. Push child's right leg forward with yours as you begin, saying, "Step, hop, step." Move through the motion slowly. Then do the same with the left foot. Continue until the child can step, hop, alternating feet, using verbal cues.

3. Have the child watch you as you say and do—step, hop, step, hop, skipping slowly so child can watch each movement. Help blind child physically examine your movements.

4. Have the child skip by self still giving the verbal directions of "step-hop."

GROSS MOTOR 89

age 5-6

SWINGS ON SWING INITIATING AND SUSTAINING MOTION

1. Make sure child can touch ground with feet when sitting on swing.
2. Model for child how to initiate swinging motion. Praise child for imitating.
3. First have the child practice just sustaining motion. You give child a push to start. When he or she can do the pumping, show how to initiate movement by pushing off with his or her feet.
4. Encourage the child to use verbal cues "back" and "up" or "forward" while swinging.
5. Have the blind child sit on your lap while you "pump" so he or she can get the feel of how you sustain a swing in motion.

GROSS MOTOR 90

age 5-6

CLIMBS UP STEP LADDERS OR STEPS 5 FEET HIGH TO SLIDE

1. Give child verbal instructions for climbing.
2. Follow closely behind the child at first. Give assistance as necessary.
3. Assure child that you are right behind him or her. Praise child for improved climbing.
4. Help child climb up steps with verbal help. Tell child to place both feet on each step and make certain he or she has a firm grip on the railings.

GROSS MOTOR 91

age 5-6

HANGS 6 SECONDS FROM HORIZONTAL BAR BEARING OWN WEIGHT ON ARMS

1. Hold child at waist while he or she hangs on bar. Gradually decrease support.
2. Use a bar that is low enough so child is suspended only a few inches from the ground.
3. Let the child climb the ladder side of bars set. Encourage child to climb up one rung and hang by his or her arms briefly holding feet above ladder rung. Gradually increase the time child supports weight.

GROSS MOTOR 92

age 5-6

HITS ROLLED BRIGHTLY COLORED OR BEEPING BALL WITH BAT OR STICK.

1. Begin with a ball that is placed in front of the child. Practice hitting it before hitting a rolled ball.
2. Give child large stick, lightweight bat, or light racket. Roll a large ball to child and encourage him or her to hit it with the stick. Stand from behind and aid by putting your arms and hands over child's to help him or her swing at the right moment.
3. Give verbal cues—"now!", "hit!", at time he should swing bat.
4. Decrease size of ball as child gets proficient.
5. Play a game in which the blind child has to tell you when ball is about to touch him or her by the sound of it approaching.
6. Attach a lightweight ball to a pole with a string long enough so the ball reaches the ground. When the child hits the ball, it will be easy to retrieve.

GROSS MOTOR 93

age 5-6

LOCATES AND USES WATER FOUNTAIN IN FAMILIAR PLACE

1. Let child explore fountain in entirety: button, knob, faucet drain. Name the various parts for the child.
2. Follow same path to water fountain each time you take child to it. Explain the procedure as you assist the child to step up, locate the button or knob, turn or push, bend forward and take a drink. Give physical aid when necessary.
3. Repeat this often until child can do part of the procedure independently. Reduce physical aid as child remembers how to find and use the fountain.
4. After child can use the fountain independently, show him or her how to get a drink in a cup. Ask child to get other people drinks.
5. For blind child, call attention to the sounds of other children using the fountain and/or use the sound of water as a cue to find the fountain. Always explain the path in detail and call attention to sensory environmental clues that will aid in this task.

GROSS MOTOR 94

age 5-6

ROLLER SKATES FORWARD 10 FEET

1. Let child explore and play with a roller skate. Show how it rolls on ground. Have child pull someone on roller skates.
2. Put skates on the child and supporting child under arms pull him or her along. Skating in an open area that has some sort of fence or rail is ideal. Adult should not wear skates at first when teaching child.
3. Show child how to get back to standing position by kneeling in the grass and getting up or pulling self up on fence.
4. Initially let child skate on indoor-outdoor carpeting so he won't slip so much.
5. Verbally explain and/or manipulate feet in the skating rhythm of glide left, glide right, glide left. Emphasize that one foot comes up as the other glides forward. Walk backwards while holding child's hands.
6. After child has better balance on skates, skate alongside child holding hand. Reduce aid gradually.
7. Show child how to stop by grabbing gate or fence. Attach music box or wind chimes to gate.

GROSS MOTOR 95

age 5-6

RIDES TANDEM BICYCLE OR BICYCLE WITH TRAINING WHEELS

1. Show child bicycle with training wheels. Help child feel and look at bicycle as you name the different parts.
2. Make sure bicycle is right size for child and that his or her legs can reach pedals well. Have child get on in a systematic way each time.
3. Encourage child to ride bicycle in a similar way to tricycle.
4. If tandem bicycle is available, have child ride in back as you take a ride. Use a child's seat on a regular bicycle that you ride. This is a good way to develop the sense of balance needed.
5. As child feels confident on bicycle with training wheels, begin to raise the wheels gradually.

GROSS MOTOR 96

age 5-6

SLIDES ON SLED

1. First let child examine sled. Name the parts and show child how it glides along the snow.
2. Let child lay on sled as you pull him on level ground. Then pull child down a small incline. Next, try sledding on a small hill, starting halfway down the hill, then starting closer to the top each time.
3. Slide on sled with child on top of you holding onto your hands as you steer the sled. Explain what happens to the sled as you move the steering bar. Be sure to sled down a very clear path as you do this.
4. As child gets more experienced allow him or her to slide independently down a clear path with no obstructions to the left or right as well as in front.

GROSS MOTOR 97

age 5-6

JUMPS FROM HEIGHT OF 12 INCHES AND LANDS ON BALLS OF FEET

1. Begin by explaining where the balls of the feet are and by having child touch both yours and his or her own.
2. Gradually increase height that child jumps.
3. Have child jump onto something soft like a foam mat, or a pile of leaves or sand.
4. Use verbal cues, "bend your knees, land on balls of feet."
5. Stand in front of child. Grasp child's hands and help him or her jump.
6. Have the blind child climb up onto the surface he or she is jumping from so the child gets a sense for how high up it is. Move the child through the jumping motion a few times before asking the child to try it independently.

GROSS MOTOR 98

age 5-6

STANDS ON ONE FOOT WITHOUT SUPPORT, EYES CLOSED 5 SECONDS

1. Explain that child should lift one foot up. Hold the child's hands firmly as he or she tries. Lift the foot if child does not understand. Have child watch or touch your foot as you stand on one foot.
2. Gradually decrease child's hold on you. Have child hold just your finger then hold the end of a long stick as you hold the other end. Finally let child hold just the stick for balance.
3. Increase amount of time child stands on one foot. Count as child stands independently.
4. Show child how to balance by holding arms outstretched.
5. Play game such as "Hokie Pokie" where child is supposed to lift one foot up.

GROSS MOTOR 99

age 5-6

JUMPS ROPE BY SELF (TURNING OWN ROPE)

1. Let child play with rope and explore.
2. Show how to find the ends and hold in both hands. Wind rope around wrists if too long.
3. Initially the child should have a thick, rather heavy rope so that it will swing with ease. A lighter rope can have a knot or a series of knots tied in the middle so that it will swing to the floor or ground without tangling.
4. Stand behind child with hands over his or hers around rope. Begin with rope on ground behind both of you. Take child's hands and move rope over head and stop rope in front of child, touching his or her feet. Then have child jump over rope. Repeat this until the motion is smoother and child anticipates the rope coming to the feet. Gradually reduce aid.
5. Use words such as "behind, over, jump, behind, over, jump.
6. Count jumps.
7. Vary the activity by having two people turn rope as child jumps. Sing songs as child jumps rope.